

2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Program authority:	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here. RECEIVED DOCUMENT CONTROL CENTER TEXAS EDUCATION AGENCY OCT 31 PM 1:08
Grant Period	February 1, 2017, to May 30, 2018	
Application deadline:	5:00 p.m. Central Time, November 1, 2016	
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Lauren Dwiggin, lauren.dwiggin@tea.texas.gov ; (512) 463-9581	

Schedule #1—General Information
Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Angelina County Cooperative Early College High School (ACC ECHS)	Angelina – Central ISD #003907 Angelina – Diboll ISD #003905 Angelina – Huntington ISD #003904 Angelina – Hudson ISD #003902 Angelina – Lufkin ISD #003903 Angelina – Zavalla ISD #003906	ACC ECHS - Central High School #003907001 ACC ECHS – Diboll High School #003905001 ACC ECHS – Huntington High School #003904001 ACC ECHS – Hudson High School #003902001 ACC ECHS – Lufkin High School #003903095 ACC ECHS – Zavalla High School #003906001	N/A
Vendor ID #	ESC Region #	DUNS #	
175-6004283; 175-6003679; 175-6001832; 175-6005202; 175-6001995; 165-6003951	07	052092301; 070142617; 794638573; 052127248; 083564492; 05216510	
Mailing address	City	State	ZIP Code
101 N. Cotton Sq.	Lufkin	TX	75904
Primary Contact			
First name	M.I.	Last name	Title
June	L	Burrow	Director
Telephone #	Email address		FAX #
936-676-3500	jborrow@lufkinisd.org		936-634-8864
Secondary Contact			
First name	M.I.	Last name	Title
Mary Ann		Whiteker	Superintendent – Hudson ISD
Telephone #	Email address		FAX #
936-875-3351	mwhiteker@hudsonisd.org		936-875-9209

Part 2: Certification and Incorporation
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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA #701-16-108; SAS #205-17

Due to the number of districts included in this grant application, the certification and signature page was forced onto another page. This has caused our grant application to go from 42 to 43 pages in length.

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name
Latonya

M.I. Last name
Goffney

701-16-108-001

Title
Chairman, ACC ECHS Board
of Directors
FAX #
936-634-8864

Telephone #
936-630-4331

Email address
lgoffney@lufkinisd.org

Signature (blue ink preferred)

Date signed

10/27/2016

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Schedule #1—General InformationCounty-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	<input type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): 09/01	End date (MM/DD): 08/31
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 003907; 003905; 003904; 003903; 003902; 003906

Amendment # (for amendments only): N/A

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s)
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include <ul style="list-style-type: none"> a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon

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as they are able, possibly as early as the 9th grade.

Schedule #2—Required Attachments and Provisions and Assurances (cont.)County-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

14.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria: a. Is located on a college or university campus
	b. Is a stand-alone high school campus near a college or university campus
	c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan)
15.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.
16.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 003907; 003905; 003904; 003903; 003902; 003906

Amendment # (for amendments only): N/A

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)County-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

Schedule #5—Program Executive SummaryCounty-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Angelina County Cooperative Early College High School (ACC ECHS) is hoping to acquire grant funding for the launch of our new and innovative collaboration between the six public school districts in Angelina County, ranging in size from 390 students to 8,300 students. The acquisition of this grant will enable us to reach our entire community and educate them about the amazing opportunities for all of our students. What makes this project different from a traditional early college high school is: #1 - the collaboration and pooling of resources between every school district within Angelina county, and #2 - our focus on getting our students workforce ready by the end of their high school education. Our goal is to form partnerships with business and industry to raise industry and career awareness and increase meaningful career and post-secondary programs that lead to opportunities in high-demand occupations. We also aim to provide students opportunities to earn post-secondary course credit prior to high school graduation combined with applied learning opportunities in high-demand occupations within targeted industry clusters including opportunities for internships, job shadowing, mentorship programs, and career counseling. As you can see, the goals of this program are clearly in line with those of this grant opportunity.

The budget for this grant was developed based on the needs identified by our Management Board. The Board of Trustees for the six school districts executed an Interlocal Cooperative Agreement, which included the formation of a Management Board comprised of the superintendents from each school district and the President of Angelina County Community College District (AC). This Board meets the first Thursday of each month, along with the ECHS Director and other key personnel. Because of the high level administrators included in this group, problems, solutions, and decisions are easily discussed and communicated. This group has the power to make all decisions for the ECHS. Monitoring the attainment of goals and objectives is done via these monthly meetings.

The defined goals of this grant, as well as our target group for our needs assessment, include low-income students, students who are highly motivated but have not received the academic preparation necessary to meet high school standards, students who are English language learners, students for whom a smooth transition into postsecondary education is now problematic, including low-income students, students whose family obligations keep them at home, and students for whom the cost of college is prohibitive. Based on this, our goals are focused strictly on the demographics identified in the defined goals and purposes of the grant.

Our needs assessment process was designed by our Management Board, who in collaboration with our business partners, Workforce Solution partner, IHE partner, our students, and our staff will determine its efficacy and how and when the process needs to be updated or modified. It will be monitored monthly by high-level personnel, as well as those "in the field."

Via our management plan, we will ensure that the program receives consistent, high-quality management. Our management team consists of the six district superintendents who have a vast array of experience and knowledge. Additionally, our team consists of the President of Angelina County Community College District (AC) and the Associate Dean of Instruction of Technology and Workforce Division at AC. Our management team also consists of a Director who serves the needs of all six school districts. The required qualifications for the position of Director is a Master's Degree and a minimum of a mid-level management certification. Via the requirements to fill any of these positions, we can ensure that our program receives consistent, high-quality management.

The methods by which we plan to evaluate and measure progress in our defined program areas will be data driven. Student success, consistent and effective business partner relationships, and the number of students served will form the basis of our program evaluation and measurement strategies. Our program will be monitored monthly and changes will be made as soon as a need is identified.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 003907; 003905; 003904; 003903; 003902; 003906

Amendment # (for amendments only): N/A

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Regarding all statutory requirements, ACC ECHS provides multiple courses of study that enables participating students to combine high school courses and college-level courses during grade levels 9 through 12 and allows participating students to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree or at least 60 semester credit hours toward a baccalaureate degree. We have attached to this application; various four-year degree plans that illustrate our compliance with this statutory requirement. We have also attached articulation agreements for each school district with AC that address curriculum alignment, instructional materials, the instructional calendar, courses of study, eligibility of students for higher education financial assistance, student enrollment and attendance, grading periods and policies, and administration of statewide assessment instruments under TEC, Chapter 39, Subchapter B. We are also planning, in collaboration with AC, to provide participating students flexibility in class scheduling and academic mentoring.

Regarding TEA requirements, ACC ECHS has partnered with Workforce Solutions of Deep East Texas to identify high-demand occupations and programs of study that lead to these occupations. We have currently entered into agreements with two industry partners and plan to add more as we promote our program. ACC ECHS will work diligently to meet the TEA requirements. The ACC ECHS program is important to each school district. This program allows the students to retain their home campus identity and relationships. As a result, these students have the best of both worlds; they are able to be a part of the ACC ECHS experience on a college campus while participating in their campus activities including athletics, band, cheer, dance, etc. on the home campus. It is important to each superintendent that all students have the opportunity to enjoy the traditional high school experience. Based on this, ACC ECHS is not an autonomous campus. Instead, our students attend their home campuses for all non-dual credit courses and then travel to Angelina College for their concurrent enrollment/dual credit courses. Each district will provide transportation from the home campus to the college campus for certification and/or associate degree classes.

Because this prototype is a new and innovative form of an ECHS, we understand that we do not meet some of the TEA program requirements. We will be requesting a waiver for any of the program requirements we are unable to meet, with alternative options. These can be found in Schedule #17 of this grant application. The ACC ECHS design offers a redesign of a 20-year model for the traditional early college high school to a workforce/post-secondary prototype for students residing in smaller, midsize, rural districts, with limited resources and staff.

ACC ECHS and its partners are committed to the goals of this grant and to our community. We will continue to seek additional grant opportunities, as well as utilize additionally generated CTE funds to sustain this program after this grant funding terminates.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 003907; 003905; 003904; 003903; 003902; 003906

Amendment # (for amendments only): N/A

Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act

Grant period: February 1, 2017, to May 30, 2018

Fund codes: See Notice of Grant Award (NOGA)

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	\$551,600	\$	\$	\$551,600
Schedule #8	Professional and Contracted Services (6200)	6200	\$50,000	\$	\$50,000	\$
Schedule #9	Supplies and Materials (6300)	6300	\$15,000	\$	\$10,000	\$5,000
Schedule #10	Other Operating Costs (6400)	6400	\$15,000	\$	\$15,000	\$
Schedule #11	Capital Outlay (6600)	6600	\$232,400	\$	\$232,400	\$
Total direct costs:			\$864,000	\$	\$307,400	\$556,600
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$864,000	\$	\$307,400	\$556,600

Administrative Cost Calculation

Enter the total grant amount requested:

Percentage limit on administrative costs established for the program (10%):

× .10

Multiply and round down to the nearest whole dollar. Enter the result.

This is the maximum amount allowable for administrative costs, including indirect costs:

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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RFA #701-16-108; SAS #205-17

Schedule #7—Payroll Costs (6100)County-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
Academic/Instructional					
1	Teacher	0	3	\$0	\$300,000
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director	0	1	\$	\$164,600
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant	0	1	\$0	\$40,000
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$504,600
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$0	\$2,000
26	6119	Professional staff extra-duty pay		\$	\$
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$	\$45,000
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	\$551,600

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)County-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1	Consulting Services – program strategy development, operational improvement, coaching skills, and training	\$50,000	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$50,000	\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$50,000	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.**For TEA Use Only**

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By TEA staff person:

Schedule #9—Supplies and Materials (6300)County-District Number or Vendor ID: 003907; 003905; 003904;
003903; 003902; 003906

Amendment number (for amendments only): N/A

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Cost Share
6300	Total supplies and materials that do not require specific approval:	\$10,000	\$5,000
Grand total:		\$10,000	\$5,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)County-District Number or Vendor ID: 003907; 003905; 003904;
003903; 003902; 003906

Amendment number (for amendments only): N/A

Expense Item Description		Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$	\$
	Specify purpose:		
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$15,000	0
Grand total:		\$15,000	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)County-District Number or Vendor ID: 003907; 003905; 003904;
003903; 003902; 003906

Amendment number (for amendments only): N/A

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	Electromechanical Technology Equipment		\$	\$50,000	\$
20	Machine Tool Technology Equipment		\$	\$182,400	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$232,400	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.**Total campus enrollment:****4676**

Category	Number	Percentage	Category	Percentage
African American	751	16.1%	Attendance rate	96%
Hispanic	1340	28.7%	Annual dropout rate (Gr 9-12)	0%
White	2424	51.8%	Students taking the ACT and/or SAT	54%
Asian	56	1.2%	Average SAT score (number value, not a percentage)	1411
Economically disadvantaged	2549	54.5%	Average ACT score (number value, not a percentage)	19.8
Limited English proficient (LEP)	148	3.2%	Students classified as "at risk" per Texas Education Code §29.081(d)	46%
Disciplinary placements	254	5.4%	State assessment data	

Comments

- 1.) This data is the combined total of all 6 participating school districts
- 2.) This data was taken from the 2014-2015 TAPR reports for each district, as this is the most current data available from TEA.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	26.3	7.2%	No degree	5.2	1.4%
Hispanic	22.1	6.0%	Bachelor's degree	288.8	78.7%
White	307.5	83.8%	Master's degree	72.9	19.9%
Asian	0	0.0%	Doctorate	0.1	0%
1-5 years exp.	98.5	26.8%	Avg. salary, 1-5 years exp.	\$41,066.33	N/A
6-10 years exp.	55.6	15.2%	Avg. salary, 6-10 years exp.	\$44,509.00	N/A
11-20 years exp.	93.5	25.5%	Avg. salary, 11-20 years exp.	\$49,522.17	N/A
Over 20 years exp.	90.9	24.8%	Avg. salary, over 20 years exp.	\$54,025.83	N/A

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											1297	1204	1087	994	4582
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											1297	1204	1087	994	4582

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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By TEA staff person:

Schedule #13—Needs AssessmentCounty-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our needs assessment process was completed via surveys and interviews. Each of the departments of Angelina College hosts an advisory board, which is made up of department heads, instructors, and local business partners. During these advisory board meetings, the business community is consistently asked to identify the needs of their respective businesses. In addition to these advisory boards, we have interviewed and surveyed our high school guidance counselors, students, parents, CTE Directors, and administrators. Additionally, we have interviewed our local Workforce Commission representatives.

Our target group for our needs assessment included low-income students, students who are highly motivated but have not received the academic preparation necessary to meet high school standards, students who are English language learners, students for whom a smooth transition into postsecondary education is now problematic, including low-income students, students whose family obligations keep them at home, and students for whom the cost of college is prohibitive.

It was concluded, via our comprehensive needs assessment, that our goal for this program is to prepare 100% of our students, upon high school graduation:

- to participate in a job shadowing, internship, and mentoring program with our local business partners, and
- to be trained in the soft skills required to enter, and remain in, today's workforce, and
- to be ready to enter the workforce with a Level I and/or an Industry Standard Certificate, or
- to have completed up to 60 hours of post-secondary credits, or
- to have earned an associates degree.

We believe that training all of our students in programs where they could choose to earn an industry standard certificate instead of 60 hours of post-secondary credit or an associate's degree, as well as the soft skills required to be successful in today's workforce, is an innovative way to meet the needs of as many students as possible – not just those seeking an associate or bachelor degree.

For the purposes of this grant, our needs were prioritized based on deficiencies in traditional ECHS programs, as well as via our supplemental monetary needs.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Identify and secure multiple business partners who will provide job shadowing, internship, mentoring, and guest speaker opportunities across the entire county, since this is a collaboration between 6 different school districts.	The implemented grant program would afford us the opportunity to hold a Business Summit with the goal of bringing business and community leaders together to discuss and solidify partnership opportunities
2.	Because we are a new and innovative type of ECHS, as demonstrated by the collaboration of all six school districts within Angelina County, we would seek the help of a consulting firm to help identify and integrate best practices, perfect our management and coaching skills, develop strategies, and develop future plans.	This grant would provide the monetary resources to hire Consulting Services for the purposes of program strategy development, operational improvement, coaching skills, and training
3.	Develop an extensive mentoring program for students in the ECHS programs.	The implemented grant would allow us the monetary resources required to train our mentors in best practices for mentoring high school students in dual credit programs.
4.	Prepare our students to be successful in the workforce, including teaching of the many "soft skills" identified by today's employers.	Grant funds would not be used for this identified need. ACC ECHS and its business partners will cover 100% of these costs.
5.	Provide the resources to assist students in making educated decisions about career choices, that includes educating students about the local, regional, state, and national workforce needs, including career outlook, job oversaturation, etc.	Grant funds would not be used for this identified need. ACC ECHS and its business partners will cover 100% of these costs.

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Schedule #14—Management PlanCounty-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director	Bachelor's Degree in Business Administration, Education or related field. Master's preferred. Valid Texas mid-management, administrator, principal, or other appropriate certification preferred. Degree with emphasis in education or career and technology
2.	Associate Dean of Instruction	Masters degree required, Doctorate preferred; Min. of 2 years exp. in higher education leadership & 3 years of teaching exp. in higher ed required; Demonstrated exp. collaborating with and developing partnerships with business/industry, and local workforce development boards
3.	(6) District Superintendents	Texas Superintendent's Certification
4.	Community College President	A proven, successful executive-level experience record in higher education (community college experience desired); A distinguished record of professional accomplishments; A reputation as a leader with a vision for the future of community colleges;.
5.	Business Partners	High level personnel with the authority to make decisions regarding funding contributions and establishing mentoring, job shadowing, and internship opportunities

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Locate and secure quality business partners	1. Select a date for summit	02/2017	03/2017
		2. Identify businesses to include	02/2017	03/2017
		3. Publicize and send out invites	04/2017	05/2017
		4. Hold summit event	TBD	TBD
		5. Execute agreement with multiple business partners	TBD	TBD
2.	Launch a quality program based on best practices and proven strategies	1. Hire consulting firm	02/2017	02/2017
		2. Identify strategies and best practices	03/2017	04/2017
		3. Develop student recruitment plan	03/2017	Ongoing
		4. Implement chosen strategies and best practices	06/2017	Ongoing
		5.		
3.	Provide an extensive mentoring program for students in the ECHS programs.	1. Identify the resources/model to be used	02/01/2017	03/31/2017
		2. Recruit and train mentors	02/01/2017	05/31/2017
		3. Assign students to mentors	06/01/2017	08/01/2017
		4. Review and evaluation of program	01/01/2018	Ongoing
		5. Modify program as needed	Ongoing	Ongoing
4.	Prepare our students to be successful in the workforce.	1. Document identified business partner needs	02/01/2017	03/31/2017
		2. Develop level one certificate program	04/01/2017	08/31/2017
		3. Submit certification for approval to THECB	09/01/2017	01/31/2018
		4. Write curriculum to meet needs of business partners.	04/01/2017	08/31/2017
		5. Train teachers in curriculum	08/2018	Ongoing
5.	Students will make educated decisions about career choices	1. Identify resources to be used (software, etc.)	01/01/2017	05/31/2017
		2. Train teachers in the use of selected software	10/01/2017	10/31/2017
		3. Students will complete interest & ability assessment	11/01/2017	11/30/2017
		4. Students research education requirements	01/01/2018	02/28/2018
		5. Students select career choices to pursue	01/01/2018	04/30/2018

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To monitor the attainment of goals and objectives, the Director, June Burrow, meets with the ACC ECHS Board of Directors, which consists of the superintendent from each of the six independent school districts and the President of Angelina College, on the first Thursday of each month. Because of the high level administrators included in this group, problems, solutions, and decisions are easily discussed and communicated. This group has the power to make all decisions for the ECHS. Monitoring the attainment of goals and objectives is done via these monthly meetings.

Additionally, Ms. Burrow meets with the high school principals of each high school in the six participating school districts on the first Tuesday of each month. Ms. Burrow also meets with the high school counselors and CTE directors from the same high schools on the second Wednesday of each month. Ms. Burrow also sends out a weekly newsletter to all of these same groups that updates and communicates the progress of the program. Via these methods, changes are communicated to all of the project stakeholders.

Ms. Burrow also has a list serve for the ECHS Board of Directors, one for the principals, one for counselors, one for CTE directors, and one for classroom teachers. These are used regularly to communicate new information specific to the particular groups.

Communication with parents and the community is done via our website, social media, call outs, parent meetings, and mail outs, as needed by each district.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our current program is in its first year of operation. However, we are operating without the official ECHS designation from TEA. We are currently offering programs such as paralegal, general business, LVN, and several others. The planned project will be an extension of our current program. Via this grant and our new business partners, we plan to add programs in the Advanced Technologies and Manufacturing Cluster. Efforts to maximize grant funds will be prioritized and managed by the same staff that manages our current programs. ACC ECHS currently employs a program director who will be responsible for oversight of this entire project. Her time and efforts are dedicated 100% to this program.

In our efforts to maximize effectiveness of grant funds, we plan to work very closely with our IHE and business partners to identify their specific needs. We expect our business partners to contribute in-kind contributions in excess of 25% of the grant award and agree to this in writing via our executed partnership agreements. We also plan to ask our business partners to help by contributing to the capital outlay required to purchase the equipment identified as required for their industry, if any. We will work regularly with our IHE and business partners to continually meet the needs of all stakeholders.

To ensure success and ensure that project participants remain committed to the project's success, we will require that all partnerships have a written agreement, be evaluated and monitored regularly, and be fine-tuned as needed so as not to become mundane, stagnant, and/or ineffective.

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Schedule #14—Management PlanCounty-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director	Bachelor's Degree in Business Administration, Education or related field. Master's preferred. Valid Texas mid-management, administrator, principal, or other appropriate certification preferred. Degree with emphasis in education or career and technology
2.	Associate Dean of Instruction	Masters degree required, Doctorate preferred; Min. of 2 years exp. in higher education leadership & 3 years of teaching exp. in higher ed required; Demonstrated exp. collaborating with and developing partnerships with business/industry, and local workforce development boards
3.	(6) District Superintendents	Texas Superintendent's Certification
4.	Community College President	A proven, successful executive-level experience record in higher education (community college experience desired); A distinguished record of professional accomplishments; A reputation as a leader with a vision for the future of higher education/community colleges; A record of actions reflecting concern for the success and well-being of students; and a proven track record in negotiating strategic alliances and in working effectively with both internal and external groups/constituencies.
5.	Business Partners	Varies

Part 2: Activities and Timeline. Summarize the major activities of the planned project and identify the staff responsible. Indicate the projected timeline. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Activities	Positions Responsible	Beginning Date	Ending Date
1.	Locate and form quality partnerships with local businesses	All	02/2017	ongoing
2.	Hold summit event	All	TBD	TBD
3.	Hire consulting firm	ECHS Board	02/2017	02/2017
4.	Identify strategies and best practices	All	03/2017	ongoing
5.	Implement chosen strategies and best practices	Director	05/2017	ongoing
6.	Identify specific needs of business partners	All	03/2017	ongoing
7.	Develop new curriculum	Director/IHE Partner	04/2017	08/2017
8.	Solicit business partners for monetary contributions for purchasing equipment needs	Director	TBD	ongoing
9.	Create new mentoring program	Director	02/2017	05/2017
10.	Train teaching staff in new resources/software programs, etc.	Director	06/2017	ongoing

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By TEA staff person:

Schedule #15—Project EvaluationCounty-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Evaluation of enrollment data	1.	Student enrollment in programs will increase significantly
		2.	Student drop out rates will decrease
		3.	Student program changes will decrease
2.	Ongoing evaluation of student level academic data	1.	The number of students completing programs will consistently increase
		2.	The % of passing grades will be above 90%
		3.	The number of students dropping courses will consistently decrease
3.	Ongoing evaluation of student attendance data	1.	Student attendance rates will be higher than the state average
		2.	Student attendance rates will continue to increase
		3.	The drop out rate will consistently decrease
4.	Ongoing surveys of business partners	1.	Satisfaction rate with student performance will be higher than 90%
		2.	Number of students participating in internships will consistently increase
		3.	Business Partner participation will consistently increase
5.	Ongoing surveys and interview with students and mentors	1.	Students and mentors are meeting at least once per week
		2.	Students enjoy and appreciate the significance of the mentor program
		3.	Mentors enjoy and appreciate the significance of the mentor program

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data will be directed by the ECHS Director, with the help of the guidance counselors and PEIMS Coordinators from all six school districts. The data from PEIMS will be sent to the Director who will, in collaboration with the six school district guidance counselors, verify the data. The director will be responsible for monitoring the data and responding to any needs identified through the data.

Because the data will be monitored on an ongoing basis, problems will be identified immediately. Collaboration with students, business partners, IHE, instructors, and campus level personnel will be used to identify the best methods of addressing any problems with project delivery that are identified.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 003907; 003905; 003904; 003903; 003902; 003906

Amendment # (for amendments only): N/A

Statutory Requirement 1: The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

- provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
- allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
- include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
- provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACC ECHS and AC have collaborated to provide multiple courses of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12. Our programs include Level I Certificates, Associate Degrees, or at least 60 college credit hours toward a baccalaureate degree – all of which can be completed on or before the fifth anniversary of the date of the student's first day of high school. We also have flexibility within these programs to allow students to participate in traditional high school experiences and stretch these programs so that they are completed on or before the fifth anniversary of the date of the student's first day of high school. These courses of student have been created in collaboration between all six school districts in Angelina County and Angelina County College District.

Our programs of study within the Advanced Technologies and Manufacturing Cluster include:

Instructional Program Code	Instructional Program Title
27.0101	Mathematics, General
40.0801	Physics, General
30.1501	Science, Technology and Society
14.0101	Engineering, General
30.0101	Biological and Physical Sciences
15.0303	Electrical, Electronic and Communications Engineering Technology
15.0507	Environmental Engineering Technology/Environmental Technology
15.0403	Electromechanical Technology/Electromechanical Engineering Technology
48.0508	Welding Technology/Welder
48.0501	Machine Tool Technology/Machinist
15.1301	Drafting and Design Technology/Technician, General

To facilitate the various needs of our students, the school districts and AC have collaborated to create class schedules that allow students to take advantage of this program and still participate in their home campus activities. Academic mentoring schedules will be flexible and allow for mentor and student to meet at least once a week at a time that is convenient for both the mentor and student. Accordingly, mentoring may take place in the morning, throughout the school day, in the evenings, or even on the weekends. The mentoring schedules will be tailored to the student and mentor's schedule. Therefore, the mentoring schedules will be customized for each individual student.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

Statutory Requirement 1 (continued)

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To verify that we have executed articulation agreements that address curriculum alignment, instructional materials, the instructional calendar, courses of study, eligibility of students for higher education financial assistance, student enrollment and attendance, grading periods and policies, and administration of statewide assessment instruments under TEC, Chapter 39, Subchapter B between each of the partnering school districts and AC, we have attached these documents for your review.

SEE APPENDIX B

Degree Plans for:

Instructional Program Code	Instructional Program Title
27.0101	Mathematics, General
40.0801	Physics, General
30.1501	Science, Technology and Society
14.0101	Engineering, General
15.0303	Electrical, Electronic and Communications Engineering Technology
15.0507	Environmental Engineering Technology/Environmental Technology
15.0403	Electromechanical Technology/Electromechanical Engineering Technology
48.0508	Welding Technology/Welder
48.0501	Machine Tool Technology/Machinist
15.1301	Drafting and Design Technology/Technician, General

SEE APPENDIX C

Articulation Agreements between Angelina Community College District and:

Central ISD
Diboll ISD
Hudson ISD
Huntington ISD
Lufkin ISD
Zavalla ISD

For TEA Use Only

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

TEA Program Requirement 1: The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In cooperation with our local Workforce Solutions Board, we have developed the following list of high-demand occupations within the Advanced Technologies and Manufacturing Cluster and programs of study that lead to these occupations.

Our programs of study within the Advanced Technologies and Manufacturing Cluster include:

Instructional Program Code**Instructional Program Title**

27.0101

Mathematics, General

40.0801

Physics, General

30.1501

Science, Technology and Society

14.0101

Engineering, General

30.0101

Biological and Physical Sciences

15.0303

Electrical, Electronic and Communications Engineering Technology

15.0507

Environmental Engineering Technology/Environmental Technology

15.0403

Electromechanical Technology/Electromechanical Engineering Technology

48.0508

Welding Technology/Welder

48.0501

Machine Tool Technology/Machinist

15.1301

Drafting and Design Technology/Technician, General

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003902; 003906

Amendment # (for amendments only): N/A

TEA Program Requirement 2: The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

- Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
- Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
- Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
- Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
- Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACC ECHS has partnered with Luftex Gears in Lufkin, TX and PID Group, Inc., to date. However, our intent is to solicit partnerships from many more businesses in our community. Via this grant and our new business partners, we plan to add programs in the Advanced Technologies and Manufacturing Cluster. The implemented grant program would afford us the opportunity to hold a Business Summit with the goal of bringing business and community leaders together to discuss and solidify quality partnership opportunities. Our goal is to identify and secure multiple, quality business partners who will provide job shadowing, internship, mentoring, and guest speaker opportunities across the entire county, since this is a collaboration between 6 different school districts. This goal would afford us the monetary needs required for our business partners to actively participate in the development of curriculum for the Advanced Technologies and Manufacturing Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.

In our efforts to maximize the commitment of our business partners, we plan to work very closely with our IHE and business partners to identify their specific needs. Through this collaboration, we plan to create a curriculum that is aligned with the marketable skills in the identified high-demand occupations, as defined by our business partners. This curriculum will be incorporated into the high school and post-secondary course work.

In our efforts to maximize effectiveness of grant funds, we plan to work very closely with our IHE and business partners to identify their specific needs. We expect our business partners to contribute in-kind contributions in excess of 25% of the grant award and agree to this in writing via our executed partnership agreements. We also plan to ask our business partners to help by contributing to the capital outlay required to purchase the equipment identified as required for their industry, if any. We will work regularly with our IHE and business partners to continually meet the needs of all stakeholders.

To ensure success and ensure that project participants remain committed to the project's success, we will require that all partnerships have a written agreement, be evaluated and monitored regularly, and be fine-tuned as needed so as not to become mundane, stagnant, and/or ineffective.

Our current business partners have submitted letters of support for this program. These can be found in Appendix E.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

TEA Program Requirement 3: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students' progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACC ECHS, in partnership with AC, Workforce Solutions of Angelina County, and several local business partners, plans to deliver a new and innovative program to provide all students in Angelina County opportunities to earn postsecondary course credit prior to high school graduation combined with applied learning opportunities in high-demand occupations within the Advanced Technologies and Manufacturing Cluster, including opportunities for internships, externships, apprenticeships, mentor programs, and career counseling.

What makes this project different from a traditional early college high school is our focus on getting our students workforce ready by the time they leave high school. We are not just focused on our students getting an academic Associate's Degree. Too many first-time hires lose their jobs not because they lack subject-matter knowledge or skills, but rather because they lack proper workplace behaviors and "soft" skills. We want to break the cycle of poverty that is so prevalent in our county and prepare our students to enter the workforce, even if they chose not to pursue any formal post-secondary education/training. By teaching these soft skills, the expectations of our local workforce, and the skills to prepare them for entry level positions that are in demand in our community, we believe that we will effectively serve our local workforce; our students; our students' families, and in turn, our entire community.

As stated, our goal is not only to meet the needs of students who wish to earn a post-secondary degree, but also meet the needs of our students who have elected to earn an industry standard certificate instead. As a result, we have programs and degree plans to accommodate students who want to earn an associate degree, 60 hours of dual credit course work, and/or students who wish to earn Level I or Level II certificates. By doing so, we are able to immensely expand the range of students served by this program.

Our program begins in the 9th grade where our students take Problems & Solutions I. We have written a specific career research oriented curriculum for this course. Embedded within this course are resources for TSI preparation and testing. As part of this course, students will begin to create an electronic resume and portfolio, which will be revisited each year. Also embedded into this curriculum are resources and opportunities for students to do extensive career investigation, including market demand, expected salaries by region, education requirements, colleges that offer the required education, the financial and time requirements of the required education, and the future outlook for the chosen careers. As part of the career investigation series of this course, students will be introduced to experts in their field, including business partners and speakers from our IHE who will speak to students about the educational opportunities and the jobs that these programs can lead to. We are also working with industry partners to provide job-shadowing opportunities for the students enrolled in this course. By the end of 9th grade, we expect these students to have selected a career and to enroll in the corresponding courses for this career.

In 10th grade, these students will be enrolled in Problems & Solutions II, as well as any dual credit courses in which they meet the enrollment requirements. The purpose of this course is to build in rigor and responsibility the soft skills that are required in the work force and were introduced in Problems & Solutions I. Through our collaboration with AC, we will teach these skills during Problems & Solutions II and AC will also embed these skills into their program courses. They will also be required to revisit and update their resume and portfolio. We also expect to offer a job shadowing experience for these students so they can practice the soft skills they have learned.

During 11th & 12th grade, our students will be enrolled in the dual credit courses in which they meet the enrollment requirements. Students will participate in practicum courses as well as internship programs during these years. They will be required to revisit their digital resumes and portfolios each year, as well.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

TEA Program Requirement 4: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Angelina County Cooperative Early College High School (ACC ECHS) is a new collaboration between the six public school districts in Angelina County (ranging in enrollment sizes from 8,322 to 412). This collaborative was developed to address limited resources at each of the districts. The Board of Trustees for all six school districts have executed an Interlocal Cooperative Agreement. Within this agreement is the formation of a Management Board which includes the superintendents from each school district and the President of Angelina College.

ACC ECHS is a new an innovative ECHS program. It was important to each of the six superintendents that their students retain their home campus identity and relationships. As a result, our students have the best of both worlds; they are able to participate in the ECHS experience and still participate in their home campus activities such as athletics, band, cheer, dance, etc. It was important to each superintendent that all students have the opportunity to enjoy the traditional high school experience. Based on this, ACC ECHS is not an autonomous campus. Instead, our students attend their home campuses for all non-dual credit courses. In some cases, the home campus is fortunate enough to be able to provide dual credit courses on their own campus with their own credentialed staff. Students who are taking dual credit courses away from their home campus are bused to and from the AC campus.

It is cost prohibitive for each district to create a traditional ECHS model - an autonomous campus or a school within a school model. Either of these options would require additional staff and space that none of the districts have the monetary resources to support. As a result, the districts have collaborated to combine their resources and thereby meet the needs of a traditional high school student, as well as those of an ECHS student.

In order for this to happen, however, each district is using their existing counseling staff to meet the needs of both traditional high school and ECHS students. Each of these counselors works under the direction of their campus administrators as well as the ECHS Director. Our ECHS Director is a certified school counselor and has been a CTE Counselor, CTE Director, and ECHS Counselor.

We believe that in order for our ECHS collaborative to be successful, it is necessary for us to request a waiver from TEA Program Requirement #4. We feel that having an ECHS devoted counselor on each campus is cost prohibitive and not in the best interest of our students or program. We feel that we can more than meet the requirements of the ECHS program via this waiver.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

County-district number or vendor ID: N/A

TEA Program Requirement 5: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACC ECHS, in collaboration with our local business partners and IHE has designed several programs of study that include an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS.

One of these programs is the Associate of Applied Science in Electromechanical Technology (Fluid Power Specialty). During this program, students have the opportunity to earn 64 college hours, 53 of those hours meet the requirements of this program. Students will have 7 college hours remaining to complete after high school graduation, in order to complete their Associate of Applied Science Degree. This is demonstrated below. The courses in blue are dual credit courses but are not part of the course of study program.

In 10th grade, students would complete these courses:In 11th grade, students would complete these courses:

SPAN 1411	Beginning Spanish I	4		PHYS 1305	General Physics	3
SPAN 1412	Beginning Spanish II	4		DFTG 1325	Blueprint Reading & Sketching	3
SPCH 1318	Interpersonal Communication	3		HYDR 1409	Basic Fluid Power	4
ARTS 1301	Art Appreciation	3		TECM 1301	Industrial Mathematics	3
SOCI 1301	Introduction to Sociology	3		ELPT 1321	Intro to Electrical Safety & Tools	3
				ENGL 1301	Composition I	3

In 12th grade, students would complete these courses:

After High School Graduation courses to complete program:

ENGL 1302	Composition II	3		HYDR 2330	Fluid Power System Design	3
HYDR 2455	Hydraulics Proportional & Servo Valves	4		HYDR 2459	Advanced Hydraulics	4
ELPT 1411	Basic Electrical Theory	4				
ENTC 2310	Machine Design	3				
HYDR 1415	Basic Fluid Power II	4				
HYDR 1350	Hydraulics, Fabrications, & Repair	3				
ELPT 1441	Motor Control	4				
ELPT 2305	Motors & Transformers	3				

This is only an example of one program. There are multiple program of study plans included as Attachment A.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

TEA Program Requirement 6: The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An ACC ECHS student would be able to complete a Bachelor of Business Administration 2 years after high school graduation, based on the following 4 Year Degree Program from Stephen F. Austin State University,

10th Grade:

Students would complete the following courses toward this degree plan:

ARTS 1301 – BUSI 2304 – SPAN 1411 – SPCH 1315

Total of 13 credit hours

11th Grade:

Students would complete the following courses toward this degree plan:

ACCT 2301 – ACCT 2302 – ENGL 1301 – ENGL 2326 – HIST 1301 – HIST 1302

Total of 18 credit hours

Total cumulative hours - 33

12th Grade:

Students would complete the following courses toward this degree plan:

BIOL 1408 – BIOL 1409 – ECON 2301 – ECON 2302 – ENGL 1302 – ENGL 2322 – GOVT 2305 – GOVT 2306 – MATH 1324 – MATH 1343

Total of 32 credit hours

Total cumulative hours - 65

SFA Semester 1:

MGT 272 – ACC 331 – ACC 333 – CSC 340 – FIN 333 – GBU 325

Total of 18 credit hours

Total cumulative hours - 83

SFA Semester 2:

ACC 332 – ACC 343 – BLW 335 – ECO 339 – MGT 370

Total of 15 credit hours

Total cumulative hours - 98

SFA Semester 3:

ACC 442 – ACC 453 – MGT 371 – MKT 351 – ACC 431

Total of 15 credit hours

Total cumulative hours - 113

SFA Semester 4:

ACC 437 – ACC 465 – MGT 463 – ACC 457

Total of 12 credit hours

Total cumulative hours - 125

DEGREE COMPLETE

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 003907; 003905; 003904; 003903; 003902; 003906

Amendment # (for amendments only): N/A

TEA Program Requirement 7: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

- a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
- b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
- c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
- d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Board of Trustees for all six school districts have executed an Interlocal Cooperative Agreement. Within this agreement is the formation of a Management Board which includes the superintendents from each school district and the President of Angelina College. To monitor the attainment of goals and objectives for our ECHS, this Management Board meets regularly with the Program, key personnel at Angelina College, lead counselors, and various other key personnel, on the first Thursday of each month. We also plan to add our business partners to this Board, as well. Because of the high level administrators included in this group, problems, solutions, and decisions are easily discussed and communicated. This group has the power to make all decisions for the ECHS. Monitoring the attainment of goals and objectives is done via these monthly meetings.

Additionally, our Director meets with the high school principals of each high school in the six participating school districts on the first Tuesday of each month. Our Director also meets with the high school counselors and CTE directors from the same high schools on the second Wednesday of each month. The Director also sends out a weekly newsletter to all of these same groups that updates and communicates the progress of the program. Via these methods, changes are communicated to all of the project stakeholders.

Our Director also has a list serve for the ECHS Board of Directors, one for the principals, one for counselors, one for CTE directors, and one for classroom teachers. These are used regularly to communicate new information specific to the particular groups.

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003902; 003906

Amendment # (for amendments only): N/A

TEA Program Requirement 8: The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACC ECHS is a new an innovative form of ECHS in that all six county school districts have collaborated to create this new ECHS. By doing so, all six districts are able to pool their resources in order to maximize the benefits of the program. Additionally, all six school districts have committed to dedicating funding to this program.

While ACC ECHS is not focused on the traditional academic associate degree, we do offer this pathway for all of our students. However, ACC ECHS is primarily focused on CTE programs that will offer students an alternative to college prep programs, programs they may not have the interest, ability, or skills to pursue. Research shows students considered "at risk" or "disadvantaged" and students with disabilities have greater success when they are enrolled in technology education, tech prep, school-to-career, and other CTE programs.

By opening our program up to CTE programs, our CTE funding will increase as the number of students enrolled in CTE courses increases. Our program also offers more CTE course opportunities, which should also allow for additional CTE funding. Below is our funding projection for a new ACC ECHS CTE student versus a traditional high school student. This illustrates the additional funding that will be generated by the average student in our program. During the student's 11th & 12th grade years, these numbers should be much higher as the number of CTE courses a student is enrolled in should increase.

	Traditional Student	CTE ECHS Student
Contact Hours	2	4
Days of Eligibility (95% of 177 instructional days)	168	168
Total Contact Hours	336	673
Maximum Contact Hours (177 days X 6 contact hours)	1,062	1,062
Total FTE's	0.32	0.63
Weighted Multiplier	1.35	1.35
Weighted FTE's	0.43	0.86
District's Adjusted Allotment	5,643.00	5,643.00
Weighted Funding Per Campus	\$2,412.38	\$4,824.77
Total Additional Annual Weighted Funding per Student	\$2,412.38	

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003902; 003906

Amendment # (for amendments only): N/A

TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACC ECHS will target, but not limit to, students who are first in their immediate family to attend and graduate from a 4-year college or university, of an ethnicity that has been historically underserved in a 4-year college or university, from an economically disadvantaged family, at risk of not graduating from high school, and English language learners (ELLs).

Our proposed program begins in the 9th grade where students on all six district campuses are introduced to the Problems & Solutions I course. This course includes specific career research navigation tools as well as resources for TSI preparation and testing. As part of this course, students will create their electronic resume and portfolio, which will be revisited each year. These resources and opportunities for students include extensive career investigation, including market demand, expected salaries by region, education requirements, colleges that offer the required education, the financial and time requirements of the required education, and the future outlook for the chosen careers. As part of the career investigation series of this course, students will be introduced to experts within their field. Speakers from programs offered at Angelina College will visit these classes to speak to students about the educational opportunities and the jobs that these programs can lead to. In addition, representatives from our local businesses will also speak to these classes about their own job experiences. Additionally, these students will be required to complete a minimum number of community service hours. We are also working with industry partners to try and find job shadowing opportunities for the students enrolled in this course. By the end of 9th grade, we expect these students to have selected a career pathway and to enroll in the corresponding courses for this career during the next school year.

TSI preparation and remediation are a huge part of the above mentioned course. Students will be tested throughout the year and remediation services will be provided based on the results of the testing data. Each school district will incur the costs for testing and remediation. No expenses will be passed on to students.

ACC ECHS is a new and innovative ECHS model that serves all students in the rural communities of Angelina County. ACC ECHS believes that in order for our ECHS collaborative to be successful, it is necessary for us to request a waiver from TEA Program Requirement #9 for the following:

- 1.) We are not an autonomous campus. Our plan dictates that our students will remain on their home campuses, unless they are attending a dual credit course(s) on the college campus.
- 2.) Because we combine six school districts into one ECHS, we cannot limit our enrollment to serve no more than 100 students per grade. However, we do not anticipate serving more than 100 students, per grade level, on any of the six individual campuses.

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Schedule #18—Equitable Access and ParticipationCounty-District Number or Vendor ID: 003907; 003905; 003904;
003903; 003902; 003906

Amendment number (for amendments only): N/A

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: 003907; 003905; 003904;
003903; 003902; 003906

Amendment number (for amendments only): N/A

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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003903; 003902; 003906

Amendment number (for amendments only): N/A

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only): N/A

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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003903; 003902; 003906

Amendment number (for amendments only): N/A

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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003903; 003902; 003906

Amendment number (for amendments only): N/A

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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003903; 003902; 003906

Amendment number (for amendments only): N/A

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #20—Outside Sources of Income and Pre-Existing ContentCounty-district number or vendor ID: 003907; 003905; 003904; 003903;
003902; 003906

Amendment # (for amendments only): N/A

Part 1: Outside Sources of Income. Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.**NOTE:** The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.☐ Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at grants@tea.texas.gov).

#	Grantor	Grant Period	Amount
1	LL Temple Foundation	2015-2017	\$175,000
2	Kurth Foundation	2016-2017	\$110,000
3			\$
4			\$
5	Total:		\$285,000

Part 2: Pre-Existing Content. On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.

The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

XX Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

#	Title	Date Developed
1		
2		
3		
4		
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**2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next
Generation of Early College High Schools**

<u>Schedule #2—Required Attachments and Provisions and Assurances</u>	
County-district number or vendor ID: 003907; 003905; 003904; 003903; 003902; 003906	Amendment # (for amendments only): N/A

APPENDIX A

**MOU Agreement between Angelina County Junior College District
And
Angelina County Collaborative Early College High School**

MEMORANDUM OF UNDERSTANDING

Between

ANGELINA COUNTY JUNIOR COLLEGE DISTRICT

And

ANGELINA COUNTY COOPERATIVE CTE EARLY COLLEGE HIGH SCHOOL

THIS MEMORANDUM OF UNDERSTANDING (hereinafter referred to as "MOU") is made and entered into by and between the Angelina County Junior College District (hereinafter referred to as "College"), and the Angelina County Cooperative CTE Early College High School, (an interlocal cooperative pursuant to the authority granted by the Texas Government Code, Chapter 791 comprising six public independent school districts located in Angelina County, Texas - hereinafter "ISD"), pursuant to the authority granted in compliance with section 29.908 of the Texas Education Code.

WHEREAS, the parties to this MOU desire to establish a career and technical education Early College High School (CTE ECHS), serving grades 9–12, and provide Concurrent Enrollment for Dual Credit college courses for high school students in accordance with Title 19, Part 1, Chapter 4 of the Texas Administrative Code; and

WHEREAS, the parties to this MOU are targeted towards low-income students, students who are highly motivated but have not received the academic preparation necessary to meet high school standards, students who are English language learners, students for whom a smooth transition into postsecondary education is now problematic, including low-income students, students whose family obligations keep them at home, and students for whom the cost of college is prohibitive; and

WHEREAS, under this MOU, students will be allowed to earn both a high school diploma as well as a postsecondary credential simultaneously; and

WHEREAS CTE ECHS will prepare high school students for successful career and educational futures through a full integration of high school, college, and the world of work, improve academic performance and self-concept, and increase high school and college/university completion rates; and

WHEREAS: College and ISD are authorized by state law to establish and enter into agreements for dual credit programs and each independent school district composing the ISD has a fully-executed Dual Credit Agreement with College, and the parties agree those Agreements are exhibits to this MOU;

NOW, THEREFORE, the parties to this MOU mutually agree to the following:

1. Guiding Principles: The College and ISD alliance will function on the following principles:
 - a) Establish a mutually beneficial partnership between College and ISD that allows a flexible and creative response to the organizational, missions, and fiscal needs of both institutions.
 - b) Collaboration in planning, implementation, and continuous improvement of Early College High School programs including the provision for faculty, staff, and administration, curriculum development, training, and student services.

- c) Provision of rigorous college readiness, dual credit, technical and early college credit courses.
- d) Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the program successfully.
- e) Classes and activities of the Early College High School on the College grounds with students integrated on an age-appropriate basis in campus facilities and college co-curricular activities.
- f) Shared use of facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, staff, and community members in program success.
- g) Selection of students based on the intent of the program and that reflect the diversity of the region serviced by the CTE ECHS.

2. Scope of Agreement and Limitations of Authority: The Scope of the Agreement and the parties agree as follows:

A. Governance:

(1). The CTE ECHS will:

- a. be governed by ISD and subject to ISD's state and federal policies; and
- b. operate within the normal operating hours of the college during a regular school day.

(2). The Principal/Program Director:

a. Will have the authority to implement:

- [1]. ISD staffing
- [2]. ISD budget
- [3]. student assessment, curriculum and scheduling of high school courses;
- [4]. professional development of High School teachers and ISD staff;
- [5]. access to student data for ECHS college Students with permission of the College; and
- [6]. parent and community involvement consistent with the mission and needs of the school.

b. Will report to superintendent of the ISD's fiscal agent;

c. Will be the primary contact of and spokesman for the CTE ECHS with the community and College partners.

B. Awarding Credit for Courses. The College will award credit for courses for those courses that have been agreed upon and have been approved. These courses shall have been evaluated and approved through the official College curriculum approval process in accordance with Texas Higher Education Coordinating Board requirements and shall be at a more advanced level than courses taught at the high school level.

C. Duties of College. College shall have the following duties:

- (1). Involve full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the high schools;
- (2). Insure that course guidelines are followed;
- (3). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;
- (4). Ensure the curriculum includes all required semester credit hours;

- (5). Designate personnel to monitor the quality of instruction in order to assure compliance with the agreed upon course outline based on the standards established by the State, applicable Accrediting Body or Bodies, the College, and ISD;
- (6). Pay salaries of instructors who teach college courses;
- (7). Participate in an advisory role in the selection of the CTE ECHS principal.

D. Duties of ISD. ISD shall have the following duties:

- (1). Involve College Faculty who teach dual credit courses in design and implementation of these courses to assure that course goals enable students to master the Texas Essential Knowledge and Skills.
- (2). Pay the salaries of instructors employed by ISD who teach in the high school; and
- (3). Ensure that all ISD high school courses are in the students' Individual Graduation Plan for Dual Credit.

E. Faculty. Faculty will be provided by College and ISD.

- (1). Faculty provided by College:
 - a) must meet the College's academic requirements;
 - b) will teach College Dual Credit courses.
- (2). Faculty provided by ISD.
 - a) may be designated by the Chief Academic Officer as a College Adjunct faculty;
 - b) will teach College Dual Credit courses and/or high school courses.

F. Classroom and Office Facilities.

- (1). College courses will be conducted at College Main Campus and the High School Campuses of ISD members
- (2). High school courses will be conducted at the Campuses of the ISD members.
- (3). College shall provide office space for use by CTE ECHS faculty and staff.
- (4). High School students, faculty, and staff shall have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated earlier.

G. Tuition and Fees. ISD will be responsible for tuition and fees for High School students enrolled in College courses based on the courses agreed upon.

H. Books and Supplemental Materials.

- (1). Only College approved textbooks, syllabi, and course outlines, applicable to the courses when taught by the College shall apply to the courses available under this MOU.
- (2). All textbooks and supplemental materials required for classes, as determined by the agreed upon courses that shall be provided by ISD.
- (3). College approved textbooks purchased by ISD may be used for the time period consistent with College practices.

I. Recruitment and Enrollment of Students.

- (1). Student recruitment of eighth graders will occur annually.
- (2). College will assist with recruitment, enrollment, and retention, upon request, for all students who are qualified and wish to enroll in CTE ECHS.

J. Instructional Calendar. College and ISD will establish an instructional calendar that is consistent with the needs and requirements of both parties. The college calendar and operational hours shall take precedence over the ISD calendar and operational hours.

K. Student Code of Conduct. Early College High School students, faculty and staff shall adhere to:

- (1). Policies of ISD;
- (2). Policies of the College; and
- (3). College will provide the same security to high school students that it provides to College students.

L. Media and Public Relations. Media and public relations regarding the CTE ECHS will be managed according to ISD and College protocols.

3. Indemnification. To the extent permitted under Texas law and without waiving any defenses including governmental immunity, each part to this MOU agrees to be responsible for its own acts of negligence, which may arise in connection with any all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this MOU or any of its activities or from any act or omission of any employee or invitee of the parties of this MOU. The provisions in this paragraph are solely for the benefit of the parties to this MOU and are not intended to create or grant any rights, contractually or otherwise to any third party.
4. Term: Subject to prior termination or revocation of this MOU as provided in section 5 of this MOU, the initial term of this MOU is in full force and effect for a period of one (1) year. This MOU begins on the date of signature by both parties and continues through the initial term and any subsequent renewal terms. It may be renewed for (2) one-year terms. At least one hundred twenty (120) days before the expiration of the initial term and any subsequent renewal terms, College shall review this MOU and ISD may renew this MOU on approval of College.
5. Right of Revocation: Either party may terminate this MOU on 120 days' written notice to the other party. Termination may occur upon the breach of this MOU by one of the parties. A breach of this MOU includes, but is not limited to, a violation of the policies and rules of the College, the making of a misrepresentation or false statement by one of the parties, nonperformance of the party's duties, or the occurrence of a conflict of interest between the parties. Each party has 30 days to cure the breach. If this MOU is terminated during an academic term, students enrolled in classes under this MOU will be allowed to finish their coursework and receive appropriate course credit.
6. Assignment: Neither party may assign their interest in this MOU without the written permission of the other party.
7. Limitations of Authority:
 - A. Neither party has authority for an on behalf of the other except as provided in this MOU. No other authority, power, partnerships, use of rights are granted or implied.
 - B. This Agreement represents the entire Agreement by and between the parties and supersedes all previous letters, understanding or oral agreements between the College and ISD. Any representations, promises, or guarantees made but not stated in body of this Agreement are null and void and of no effect.
 - C. Neither party may make, revise, alter or otherwise diverge from the terms, conditions or policies which are subject to this Agreement without a written amendment to this Agreement.
 - D. Neither party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.

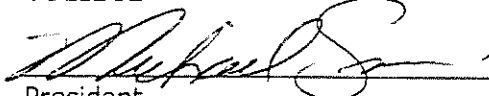
8. Waiver: The failure of any party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this Agreement shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.
9. Applicable Law: This Agreement and all materials and/or issues collateral thereto shall be governed by the laws of the State of Texas applicable to contracts made and performed entirely therein.
10. Venue: Venue to enforce this Agreement shall lie exclusively in Angelina County, Texas.
11. Miscellaneous Provisions:
- A. Neither party shall have control over the other party with respect to its hours, times, employment, etc. However, college operational hours and calendar shall take precedence.
 - B. The parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with any and all applicable statutes, rules and regulations. Parties to this MOU shall comply with all Federal, State, and local laws.
 - C. If the Texas Higher Education Coordinating Board adopts new guidelines or Early College High School programs during the term of this MOU, the new guidelines shall prevail.
12. Notice: Notices give pursuant to this Agreement shall be sufficient if actually received and sent by certified or registered mail, postage fully prepaid to:

Office of the President, Angelina College, P.O. Box 1768, Lufkin, TX 75901

Superintendent, Lufkin ISD, 101 Cotton Square, Lufkin, TX 75901

EXECUTED in duplicate original counterparts effective upon the date indicated above.

COLLEGE

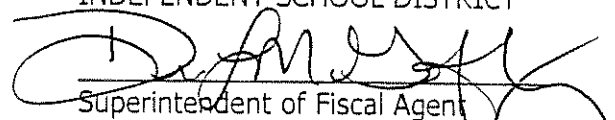


President

10/26/16

Date

INDEPENDENT SCHOOL DISTRICT



Superintendent of Fiscal Agent

10/26/16

Date

**2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next
Generation of Early College High Schools**

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 003907; 003905; 003904; 003903; 003902; 003906	Amendment # (for amendments only): N/A

APPENDIX B

Articulation Agreements between Angelina Community College District and:

Central ISD
Diboll ISD
Hudson ISD
Huntington ISD
Lufkin ISD
Zavalla ISD

DUAL CREDIT AGREEMENT
Between
ANGELINA COUNTY JUNIOR COLLEGE DISTRICT
And
CENTRAL INDEPENDENT SCHOOL DISTRICT

This Agreement for Award of Dual Credit between Central Independent School District (hereinafter "School"), a Texas public school district, and Angelina County Junior College District (hereinafter "AC" or "Angelina College"), a public two-year associate degree-granting institution, establishes a process by which a high school student may enroll in a college course and receive simultaneous academic credit for the course from both the AC and the School.

The following conditions apply to this agreement:

- I. Eligible Courses:
 - a. School is responsible for determining that the AC course(s) approved for Dual Credit meet(s) the essential skills and knowledge required by the Texas Education Agency;
 - b. AC will evaluate courses offered for Dual Credit and will approve them through the curriculum approval process in accordance with Texas Higher Education Coordinating Board requirements.
 - c. Courses offered for Dual Credit must be identified as college-level academic courses in the current edition of the *Lower Division Academic Course Manual* or as college-level workforce education courses in the current edition of the *Workforce Education Course Manual*.
 - d. Courses offered for Dual Credit are listed in Angelina College's approved undergraduate course inventory.
 - e. Remedial and developmental courses are not offered for Dual Credit.
 - f. Specific course offerings will be determined collaboratively by School and AC.
- II. Student Eligibility Requirements
 - a. A high school student is eligible to enroll in Dual Credit courses if the student:
 - i. demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative (TSI) as set forth in the Texas Administrative Code; or
 - ii. demonstrates that he or she is exempt under the provisions of TSI.
- III. Faculty Selection, Supervision, and Evaluation
 - a. AC shall select instructors of Dual Credit courses who are faculty members of AC, or who meet the same standards, including minimal requirements of the Southern Association of College and Schools Commission on Colleges (SACSCOC), and approval procedures used by AC to select faculty responsible for teaching the same courses at the main campus of AC.
 - b. AC shall supervise and evaluate instructors of Dual Credit courses using the same or comparable procedures used to supervise and evaluate faculty at the main campus of AC.
 - c. Teachers employed by School may be selected and employed by AC to teach a Dual Credit course if the teacher meets all standards and qualifications established by SACSCOC and AC.
 - d. All pertinent and necessary employment documents, including official transcripts, for instructors will be kept on file by AC.

day of enrollment is the date AC certifies student enrollment to the state for formula funding.

IX. Funding Provisions

- a. The state funding for Dual Credit courses shall be available to both School and AC based upon the current funding rules established by the State Board of Education and the Texas Higher Education Coordinating Board.
- b. AC may claim funding for all students earning college credit in core curriculum, foreign language, career and technical education courses, and/or continuing education courses.

X. Civil Rights Compliance, Complaints about Student Conduct, and Student Discipline

- a. Students enrolled in Dual Credit courses are subject to the academic and disciplinary policies and standards of both AC and School. AC and School agree to inform the other if a Dual Credit student is subject to disciplinary action that may affect his or her status as a Dual Credit student before administering the disciplinary action.
- b. AC and School have adopted policies and procedures to receive, investigate, and promptly resolve student and employee complaints alleging civil rights violations. Nothing in this agreement shall change the obligations of AC and School to have in place and to utilize its own complaint resolution processes for students enrolled at AC or School, including Dual Credit enrolled students. AC and School agree to cooperate with any related investigations conducted by the other party to this agreement.
- c. AC may remove a student from a class or from the premises in the event the student engages in conduct that AC deems to be disruptive, dangerous, or threatening to others, without prior communication with School.

XI. Family Education Rights and Privacy Act (FERPA) Compliance and Data Sharing

- a. If a student is enrolled concurrently by AC and School, AC and School may disclose an education record regarding the student in accordance with United States Code, 34 CFR 99.34.
- b. The School is aware once a student is registered in an AC course, he/she is under the postsecondary rules of FERPA, and AC will not release student's records to School, parents, or legal guardians without a completed and signed Authorization to Release Student Records form allowing such disclosure.
- c. AC acknowledges the School may release FERPA protected information to a parent or legal guardian if requested.

XII. School and AC Point of Contact

- a. AC and School will designate below an employee who will serve as the point of contact and liaison to coordinate internally all Agreement matters.
- b. If a new employee is designated to serve as the point of contact, the entity making the change will communicate the name and contact information of the new employee in writing to the other entity.
- c. Contacts:

i. AC Name: Philip Johnson, Director of Concurrent Enrollment

ii. AC Email & Phone: pjohnson@angelina.edu; 936-633-5382

iii. School Name: Central ISD

iv. School Email & Phone: Justin Risner (936) 853-2216
risnerj@centralisd.com

Dual Credit Agreement
Between
ANGELINA COUNTY JUNIOR COLLEGE DISTRICT
And
DIBOLL INDEPENDENT SCHOOL DISTRICT

This Agreement for Award of Dual Credit between Diboll Independent School District (hereinafter "School"), a Texas public school district, and Angelina County Junior College District (hereinafter "AC" or "Angelina College"), a public two-year associate degree-granting institution, establishes a process by which a high school student may enroll in a college course and receive simultaneous academic credit for the course from both the AC and the School.

The following conditions apply to this agreement:

- I. Eligible Courses:
 - a. School is responsible for determining that the AC course(s) approved for Dual Credit meet(s) the essential skills and knowledge required by the Texas Education Agency;
 - b. AC will evaluate courses offered for Dual Credit and will approve them through the curriculum approval process in accordance with Texas Higher Education Coordinating Board requirements.
 - c. Courses offered for Dual Credit must be identified as college-level academic courses in the current edition of the *Lower Division Academic Course Manual* or as college-level workforce education courses in the current edition of the *Workforce Education Course Manual*.
 - d. Courses offered for Dual Credit are listed in Angelina College's approved undergraduate course inventory.
 - e. Remedial and developmental courses are not offered for Dual Credit.
 - f. Specific course offerings will be determined collaboratively by School and AC.
- II. Student Eligibility Requirements
 - a. A high school student is eligible to enroll in Dual Credit courses if the student:
 - i. demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative (TSI) as set forth in the Texas Administrative Code; or
 - ii. demonstrates that he or she is exempt under the provisions of TSI.
- III. Faculty Selection, Supervision, and Evaluation
 - a. AC shall select instructors of Dual Credit courses who are faculty members of AC, or who meet the same standards, including minimal requirements of the Southern Association of College and Schools Commission on Colleges (SACSCOC), and approval procedures used by AC to select faculty responsible for teaching the same courses at the main campus of AC.
 - b. AC shall supervise and evaluate instructors of Dual Credit courses using the same or comparable procedures used to supervise and evaluate faculty at the main campus of AC.
 - c. Teachers employed by School may be selected and employed by AC to teach a Dual Credit course if the teacher meets all standards and qualifications established by SACSCOC and AC.
 - d. All pertinent and necessary employment documents, including official transcripts, for instructors will be kept on file by AC.

day of enrollment is the date AC certifies student enrollment to the state for formula funding.

IX. Funding Provisions

- a. The state funding for Dual Credit courses shall be available to both School and AC based upon the current funding rules established by the State Board of Education and the Texas Higher Education Coordinating Board.
- b. AC may claim funding for all students earning college credit in core curriculum, foreign language, career and technical education courses, and/or continuing education courses.

X. Civil Rights Compliance, Complaints about Student Conduct, and Student Discipline

- a. Students enrolled in Dual Credit courses are subject to the academic and disciplinary policies and standards of both AC and School. AC and School agree to inform the other if a Dual Credit student is subject to disciplinary action that may affect his or her status as a Dual Credit student before administering the disciplinary action.
- b. AC and School have adopted policies and procedures to receive, investigate, and promptly resolve student and employee complaints alleging civil rights violations. Nothing in this agreement shall change the obligations of AC and School to have in place and to utilize its own complaint resolution processes for students enrolled at AC or School, including Dual Credit enrolled students. AC and School agree to cooperate with any related investigations conducted by the other party to this agreement.
- c. AC may remove a student from a class or from the premises in the event the student engages in conduct that AC deems to be disruptive, dangerous, or threatening to others, without prior communication with School.

XI. Family Education Rights and Privacy Act (FERPA) Compliance and Data Sharing

- a. If a student is enrolled concurrently by AC and School, AC and School may disclose an education record regarding the student in accordance with United States Code, 34 CFR 99.34.
- b. The School is aware once a student is registered in an AC course, he/she is under the postsecondary rules of FERPA, and AC will not release student's records to School, parents, or legal guardians without a completed and signed Authorization to Release Student Records form allowing such disclosure.
- c. AC acknowledges the School may release FERPA protected information to a parent or legal guardian if requested.

XII. School and AC Point of Contact

- a. AC and School will designate below an employee who will serve as the point of contact and liaison to coordinate internally all Agreement matters.
- b. If a new employee is designated to serve as the point of contact, the entity making the change will communicate the name and contact information of the new employee in writing to the other entity.
- c. Contacts:

i. AC Name: Philip Johnson, Director of Concurrent Enrollment

ii. AC Email & Phone: pjohnson@angelina.edu; 936-633-5382

iii. School Name: Diboll Independent School District

iv. School Email & Phone: chardin@dibollisd.org

Dual Credit Agreement
Between
ANGELINA COUNTY JUNIOR COLLEGE DISTRICT
And
HUDSON INDEPENDENT SCHOOL DISTRICT

This Agreement for Award of Dual Credit between Hudson Independent School District (hereinafter "School"), a Texas public school district, and Angelina County Junior College District (hereinafter "AC" or "Angelina College"), a public two-year associate degree-granting institution, establishes a process by which a high school student may enroll in a college course and receive simultaneous academic credit for the course from both the AC and the School.

The following conditions apply to this agreement:

- I. Eligible Courses:
 - a. School is responsible for determining that the AC course(s) approved for Dual Credit meet(s) the essential skills and knowledge required by the Texas Education Agency;
 - b. AC will evaluate courses offered for Dual Credit and will approve them through the curriculum approval process in accordance with Texas Higher Education Coordinating Board requirements.
 - c. Courses offered for Dual Credit must be identified as college-level academic courses in the current edition of the *Lower Division Academic Course Manual* or as college-level workforce education courses in the current edition of the *Workforce Education Course Manual*.
 - d. Courses offered for Dual Credit are listed in Angelina College's approved undergraduate course inventory.
 - e. Remedial and developmental courses are not offered for Dual Credit.
 - f. Specific course offerings will be determined collaboratively by School and AC.
- II. Student Eligibility Requirements
 - a. A high school student is eligible to enroll in Dual Credit courses if the student:
 - i. demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative (TSI) as set forth in the Texas Administrative Code; or
 - ii. demonstrates that he or she is exempt under the provisions of TSI.
- III. Faculty Selection, Supervision, and Evaluation
 - a. AC shall select instructors of Dual Credit courses who are faculty members of AC, or who meet the same standards, including minimal requirements of the Southern Association of College and Schools Commission on Colleges (SACSCOC), and approval procedures used by AC to select faculty responsible for teaching the same courses at the main campus of AC.
 - b. AC shall supervise and evaluate instructors of Dual Credit courses using the same or comparable procedures used to supervise and evaluate faculty at the main campus of AC.
 - c. Teachers employed by School may be selected and employed by AC to teach a Dual Credit course if the teacher meets all standards and qualifications established by SACSCOC and AC.
 - d. All pertinent and necessary employment documents, including official transcripts, for instructors will be kept on file by AC.

day of enrollment is the date AC certifies student enrollment to the state for formula funding.

IX. Funding Provisions

- a. The state funding for Dual Credit courses shall be available to both School and AC based upon the current funding rules established by the State Board of Education and the Texas Higher Education Coordinating Board.
- b. AC may claim funding for all students earning college credit in core curriculum, foreign language, career and technical education courses, and/or continuing education courses.

X. Civil Rights Compliance, Complaints about Student Conduct, and Student Discipline

- a. Students enrolled in Dual Credit courses are subject to the academic and disciplinary policies and standards of both AC and School. AC and School agree to inform the other if a Dual Credit student is subject to disciplinary action that may affect his or her status as a Dual Credit student before administering the disciplinary action.
- b. AC and School have adopted policies and procedures to receive, investigate, and promptly resolve student and employee complaints alleging civil rights violations. Nothing in this agreement shall change the obligations of AC and School to have in place and to utilize its own complaint resolution processes for students enrolled at AC or School, including Dual Credit enrolled students. AC and School agree to cooperate with any related investigations conducted by the other party to this agreement.
- c. AC may remove a student from a class or from the premises in the event the student engages in conduct that AC deems to be disruptive, dangerous, or threatening to others, without prior communication with School.

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- a. If a student is enrolled concurrently by AC and School, AC and School may disclose an education record regarding the student in accordance with United States Code, 34 CFR 99.34.
- b. The School is aware once a student is registered in an AC course, he/she is under the postsecondary rules of FERPA, and AC will not release student's records to School, parents, or legal guardians without a completed and signed Authorization to Release Student Records form allowing such disclosure.
- c. AC acknowledges the School may release FERPA protected information to a parent or legal guardian if requested.

XII. School and AC Point of Contact

- a. AC and School will designate below an employee who will serve as the point of contact and liaison to coordinate internally all Agreement matters.
- b. If a new employee is designated to serve as the point of contact, the entity making the change will communicate the name and contact information of the new employee in writing to the other entity.
- c. Contacts:

i. AC Name: Philip Johnson, Director of Concurrent Enrollment

ii. AC Email & Phone: pjohnson@angelina.edu; 936-633-5382

iii. School Name: Karen Rossen, Counselor

iv. School Email & Phone: rossenk@hudsonisd.org

Dual Credit Agreement
Between
ANGELINA COUNTY JUNIOR COLLEGE DISTRICT
And
HUNTINGTON INDEPENDENT SCHOOL DISTRICT

This Agreement for Award of Dual Credit between Huntington Independent School District (hereinafter "School"), a Texas public school district, and Angelina County Junior College District (hereinafter "AC" or "Angelina College"), a public two-year associate degree-granting institution, establishes a process by which a high school student may enroll in a college course and receive simultaneous academic credit for the course from both the AC and the School.

The following conditions apply to this agreement:

- I. Eligible Courses:
 - a. School is responsible for determining that the AC course(s) approved for Dual Credit meet(s) the essential skills and knowledge required by the Texas Education Agency;
 - b. AC will evaluate courses offered for Dual Credit and will approve them through the curriculum approval process in accordance with Texas Higher Education Coordinating Board requirements.
 - c. Courses offered for Dual Credit must be identified as college-level academic courses in the current edition of the *Lower Division Academic Course Manual* or as college-level workforce education courses in the current edition of the *Workforce Education Course Manual*.
 - d. Courses offered for Dual Credit are listed in Angelina College's approved undergraduate course inventory.
 - e. Remedial and developmental courses are not offered for Dual Credit.
 - f. Specific course offerings will be determined collaboratively by School and AC.
- II. Student Eligibility Requirements
 - a. A high school student is eligible to enroll in Dual Credit courses if the student:
 - i. demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative (TSI) as set forth in the Texas Administrative Code; or
 - ii. demonstrates that he or she is exempt under the provisions of TSI.
- III. Faculty Selection, Supervision, and Evaluation
 - a. AC shall select instructors of Dual Credit courses who are faculty members of AC, or who meet the same standards, including minimal requirements of the Southern Association of College and Schools Commission on Colleges (SACSCOC), and approval procedures used by AC to select faculty responsible for teaching the same courses at the main campus of AC.
 - b. AC shall supervise and evaluate instructors of Dual Credit courses using the same or comparable procedures used to supervise and evaluate faculty at the main campus of AC.
 - c. Teachers employed by School may be selected and employed by AC to teach a Dual Credit course if the teacher meets all standards and qualifications established by SACSCOC and AC.
 - d. All pertinent and necessary employment documents, including official transcripts, for instructors will be kept on file by AC.

day of enrollment is the date AC certifies student enrollment to the state for formula funding.

IX. Funding Provisions

- a. The state funding for Dual Credit courses shall be available to both School and AC based upon the current funding rules established by the State Board of Education and the Texas Higher Education Coordinating Board.
- b. AC may claim funding for all students earning college credit in core curriculum, foreign language, career and technical education courses, and/or continuing education courses.

X. Civil Rights Compliance, Complaints about Student Conduct, and Student Discipline

- a. Students enrolled in Dual Credit courses are subject to the academic and disciplinary policies and standards of both AC and School. AC and School agree to inform the other if a Dual Credit student is subject to disciplinary action that may affect his or her status as a Dual Credit student before administering the disciplinary action.
- b. AC and School have adopted policies and procedures to receive, investigate, and promptly resolve student and employee complaints alleging civil rights violations. Nothing in this agreement shall change the obligations of AC and School to have in place and to utilize its own complaint resolution processes for students enrolled at AC or School, including Dual Credit enrolled students. AC and School agree to cooperate with any related investigations conducted by the other party to this agreement.
- c. AC may remove a student from a class or from the premises in the event the student engages in conduct that AC deems to be disruptive, dangerous, or threatening to others, without prior communication with School.

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- b. The School is aware once a student is registered in an AC course, he/she is under the postsecondary rules of FERPA, and AC will not release student's records to School, parents, or legal guardians without a completed and signed Authorization to Release Student Records form allowing such disclosure.
- c. AC acknowledges the School may release FERPA protected information to a parent or legal guardian if requested.

XII. School and AC Point of Contact

- a. AC and School will designate below an employee who will serve as the point of contact and liaison to coordinate internally all Agreement matters.
- b. If a new employee is designated to serve as the point of contact, the entity making the change will communicate the name and contact information of the new employee in writing to the other entity.
- c. Contacts:

i. AC Name: Philip Johnson, Director of Concurrent Enrollment

ii. AC Email & Phone: pjohnson@angelina.edu; 936-633-5382

iii. School Name: Huntington ISD

iv. School Email & Phone: Dholbrook@huntingtonisd.com

Dianne Holbrook, Asst. Supt.
936-876-4287

Dual Credit Agreement
Between
ANGELINA COUNTY JUNIOR COLLEGE DISTRICT
And
LUFKIN INDEPENDENT SCHOOL DISTRICT

This Agreement for Award of Dual Credit between Lufkin Independent School District (hereinafter "School"), a Texas public school district, and Angelina County Junior College District (hereinafter "AC" or "Angelina College"), a public two-year associate degree-granting institution, establishes a process by which a high school student may enroll in a college course and receive simultaneous academic credit for the course from both the AC and the School.

The following conditions apply to this agreement:

- I. Eligible Courses:
 - a. School is responsible for determining that the AC course(s) approved for Dual Credit meet(s) the essential skills and knowledge required by the Texas Education Agency;
 - b. AC will evaluate courses offered for Dual Credit and will approve them through the curriculum approval process in accordance with Texas Higher Education Coordinating Board requirements.
 - c. Courses offered for Dual Credit must be identified as college-level academic courses in the current edition of the *Lower Division Academic Course Manual* or as college-level workforce education courses in the current edition of the *Workforce Education Course Manual*.
 - d. Courses offered for Dual Credit are listed in Angelina College's approved undergraduate course inventory.
 - e. Remedial and developmental courses are not offered for Dual Credit.
 - f. Specific course offerings will be determined collaboratively by School and AC.
- II. Student Eligibility Requirements
 - a. A high school student is eligible to enroll in Dual Credit courses if the student:
 - i. demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative (TSI) as set forth in the Texas Administrative Code; or
 - ii. demonstrates that he or she is exempt under the provisions of TSI.
- III. Faculty Selection, Supervision, and Evaluation
 - a. AC shall select instructors of Dual Credit courses who are faculty members of AC, or who meet the same standards, including minimal requirements of the Southern Association of College and Schools Commission on Colleges (SACSCOC), and approval procedures used by AC to select faculty responsible for teaching the same courses at the main campus of AC.
 - b. AC shall supervise and evaluate instructors of Dual Credit courses using the same or comparable procedures used to supervise and evaluate faculty at the main campus of AC.
 - c. Teachers employed by School may be selected and employed by AC to teach a Dual Credit course if the teacher meets all standards and qualifications established by SACSCOC and AC.
 - d. All pertinent and necessary employment documents, including official transcripts, for instructors will be kept on file by AC.

day of enrollment is the date AC certifies student enrollment to the state for formula funding.

IX. Funding Provisions

- a. The state funding for Dual Credit courses shall be available to both School and AC based upon the current funding rules established by the State Board of Education and the Texas Higher Education Coordinating Board.
- b. AC may claim funding for all students earning college credit in core curriculum, foreign language, career and technical education courses, and/or continuing education courses.

X. Civil Rights Compliance, Complaints about Student Conduct, and Student Discipline

- a. Students enrolled in Dual Credit courses are subject to the academic and disciplinary policies and standards of both AC and School. AC and School agree to inform the other if a Dual Credit student is subject to disciplinary action that may affect his or her status as a Dual Credit student before administering the disciplinary action.
- b. AC and School have adopted policies and procedures to receive, investigate, and promptly resolve student and employee complaints alleging civil rights violations. Nothing in this agreement shall change the obligations of AC and School to have in place and to utilize its own complaint resolution processes for students enrolled at AC or School, including Dual Credit enrolled students. AC and School agree to cooperate with any related investigations conducted by the other party to this agreement.
- c. AC may remove a student from a class or from the premises in the event the student engages in conduct that AC deems to be disruptive, dangerous, or threatening to others, without prior communication with School.

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- a. If a student is enrolled concurrently by AC and School, AC and School may disclose an education record regarding the student in accordance with United States Code, 34 CFR 99.34.
- b. The School is aware once a student is registered in an AC course, he/she is under the postsecondary rules of FERPA, and AC will not release student's records to School, parents, or legal guardians without a completed and signed Authorization to Release Student Records form allowing such disclosure.
- c. AC acknowledges the School may release FERPA protected information to a parent or legal guardian if requested.

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- a. AC and School will designate below an employee who will serve as the point of contact and liaison to coordinate internally all Agreement matters.
- b. If a new employee is designated to serve as the point of contact, the entity making the change will communicate the name and contact information of the new employee in writing to the other entity.
- c. Contacts:

i. AC Name: Philip Johnson, Director of Concurrent Enrollment

ii. AC Email & Phone: pjohnson@angelina.edu; 936-633-5382

iii. School Name: Lynn Torres

iv. School Email & Phone: ltorres@lufknsd.org

Dual Credit Agreement
Between
ANGELINA COUNTY JUNIOR COLLEGE DISTRICT
And
ZAVALLA INDEPENDENT SCHOOL DISTRICT

This Agreement for Award of Dual Credit between Zavalla Independent School District (hereinafter "School"), a Texas public school district, and Angelina County Junior College District (hereinafter "AC" or "Angelina College"), a public two-year associate degree-granting institution, establishes a process by which a high school student may enroll in a college course and receive simultaneous academic credit for the course from both the AC and the School.

The following conditions apply to this agreement:

- I. Eligible Courses:
 - a. School is responsible for determining that the AC course(s) approved for Dual Credit meet(s) the essential skills and knowledge required by the Texas Education Agency;
 - b. AC will evaluate courses offered for Dual Credit and will approve them through the curriculum approval process in accordance with Texas Higher Education Coordinating Board requirements.
 - c. Courses offered for Dual Credit must be identified as college-level academic courses in the current edition of the *Lower Division Academic Course Manual* or as college-level workforce education courses in the current edition of the *Workforce Education Course Manual*.
 - d. Courses offered for Dual Credit are listed in Angelina College's approved undergraduate course inventory.
 - e. Remedial and developmental courses are not offered for Dual Credit.
 - f. Specific course offerings will be determined collaboratively by School and AC.
- II. Student Eligibility Requirements
 - a. A high school student is eligible to enroll in Dual Credit courses if the student:
 - i. demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative (TSI) as set forth in the Texas Administrative Code; or
 - ii. demonstrates that he or she is exempt under the provisions of TSI.
- III. Faculty Selection, Supervision, and Evaluation
 - a. AC shall select instructors of Dual Credit courses who are faculty members of AC, or who meet the same standards, including minimal requirements of the Southern Association of College and Schools Commission on Colleges (SACSCOC), and approval procedures used by AC to select faculty responsible for teaching the same courses at the main campus of AC.
 - b. AC shall supervise and evaluate instructors of Dual Credit courses using the same or comparable procedures used to supervise and evaluate faculty at the main campus of AC.
 - c. Teachers employed by School may be selected and employed by AC to teach a Dual Credit course if the teacher meets all standards and qualifications established by SACSCOC and AC.
 - d. All pertinent and necessary employment documents, including official transcripts, for instructors will be kept on file by AC.

day of enrollment is the date AC certifies student enrollment to the state for formula funding.

IX. Funding Provisions

- a. The state funding for Dual Credit courses shall be available to both School and AC based upon the current funding rules established by the State Board of Education and the Texas Higher Education Coordinating Board.
- b. AC may claim funding for all students earning college credit in core curriculum, foreign language, career and technical education courses, and/or continuing education courses.

X. Civil Rights Compliance, Complaints about Student Conduct, and Student Discipline

- a. Students enrolled in Dual Credit courses are subject to the academic and disciplinary policies and standards of both AC and School. AC and School agree to inform the other if a Dual Credit student is subject to disciplinary action that may affect his or her status as a Dual Credit student before administering the disciplinary action.
- b. AC and School have adopted policies and procedures to receive, investigate, and promptly resolve student and employee complaints alleging civil rights violations. Nothing in this agreement shall change the obligations of AC and School to have in place and to utilize its own complaint resolution processes for students enrolled at AC or School, including Dual Credit enrolled students. AC and School agree to cooperate with any related investigations conducted by the other party to this agreement.
- c. AC may remove a student from a class or from the premises in the event the student engages in conduct that AC deems to be disruptive, dangerous, or threatening to others, without prior communication with School.

XI. Family Education Rights and Privacy Act (FERPA) Compliance and Data Sharing

- a. If a student is enrolled concurrently by AC and School, AC and School may disclose an education record regarding the student in accordance with United States Code, 34 CFR 99.34.
- b. The School is aware once a student is registered in an AC course, he/she is under the postsecondary rules of FERPA, and AC will not release student's records to School, parents, or legal guardians without a completed and signed Authorization to Release Student Records form allowing such disclosure.
- c. AC acknowledges the School may release FERPA protected information to a parent or legal guardian if requested.

XII. School and AC Point of Contact

- a. AC and School will designate below an employee who will serve as the point of contact and liaison to coordinate internally all Agreement matters.
- b. If a new employee is designated to serve as the point of contact, the entity making the change will communicate the name and contact information of the new employee in writing to the other entity.
- c. Contacts:

i. AC Name: Philip Johnson, Director of Concurrent Enrollment

ii. AC Email & Phone: pjohnson@angelina.edu; 936-633-5382

iii. School Name: Zavalla ISD

iv. School Email & Phone: kcatow@zavallaisd.org
(936) 897-2301

2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 003907; 003905; 003904; 003903; 003902; 003906	Amendment # (for amendments only): N/A

APPENDIX C Degree Plans for:

Instructional Program Code	Instructional Program Title
27.0101	Mathematics, General <i>Transfer Program – Mathematics Concentration</i>
40.0801	Physics, General <i>Transfer Program – Physics Concentration</i>
30.1501	Science, Technology and Society <i>Computer Science Field of Study</i>
14.0101	Engineering, General <i>Associate of Science – Engineering Transfer Program</i>
15.0303	Electrical, Electronic and Communications Engineering Technology <i>Associate of Applied Science in Electromechanical Technology (Fluid Power)</i>
15.0507	Environmental Engineering Technology/Environmental Technology <i>Associate of Science – Engineering Transfer Program</i>
15.0403	Electromechanical Technology/Electromechanical Engineering Technology <i>Associate of Applied Science in Electromechanical Technology</i>
48.0508	Welding Technology/Welder <i>Associate of Applied Science in Welding Technology</i>
48.0501	Machine Tool Technology/Machinist <i>Associate of Applied Science in Machine Tool Technology</i>
15.1301	Drafting and Design Technology/Technician, General <i>Associate in Applied Science in Drafting & Design Technology</i>

Curriculum and Academic Rigor

CAREER CLUSTER - STEM ENDORSEMENT - Multidisciplinary PATHWAY - Mathematics

ACADEMIC AWARD - Transfer Program - Mathematics Concentration

1. ECHS Campus Name:

Angelina County Cooperative CTE Early College High School

2. College Partner Name:

Angelina College

Year Grade Level	PEIMS Course #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Hours	Taught by	Class Location
	TBD	TSI Preparatrion	0	None	None	0	ISD Staff	In-Person
Total Year 0 Grade 8			0			0		
	03220107	English I	1	None	None	0	ISD Staff	In-Person
	03100507	Algebra I	1	None	None	0	ISD Staff	In-Person
	03010207	Biology	1	None	None	0	ISD Staff	In-Person
	03320100	World Geography	1	None	None	0	ISD Staff	In-Person
	13011400	BIM I	1	None	None	0	ISD Staff	In-Person
	TBD	PE Credit	1	None	None	0	ISD Staff	In-Person
	12715000	Problems & Solutions I	1	STSU 0300	Student Development	0	ISD Staff	In-Person
Total Year 1 Grade 9			7			0		
	03220207	English II	1	None	None	0	ISD Staff	In-Person
	03100707	Geometry	1	None	None	0	ISD Staff	In-Person
	03220307	World History	1	None	None	0	ISD Staff	In-Person
	03040007	Chemistry	1	None	None	0	ISD Staff	In-Person
	03440100	Spanish I	1	SPAN 1411	Beginning Spanish I	4	IHE Staff	In-Person
	03440200	Spanish II	1	SPAN 1412	Beginning Spanish II	4	IHE Staff	In-Person
	12715010	Problems & Solutions II	0.5	EDUC 1300	Learning Framework	0	ISD Staff	In-Person
	13009900	Professional Communications	0.5	SPCH 1318	Interpersonal Communication	3	IHE Staff	In-Person
	03500110	Art I -Art Appreciation	1	ARTS 1301	Art Appreciation	3	IHE Staff	In-Person
	03350100	Psychology	0.5	PSYC 2301	Psychology	3	IHE Staff	In-Person
Total Year 2 Grade 10			8.5			17		
	03220307	English III	0.5	ENGL 1301	Composition	3	IHE Staff	In-Person
	03220307	English III	0.5	ENGL 2326	American Literature	3	IHE Staff	In-Person
	03100600	Algebra II	1	None	None	0	ISD Staff	In-Person
	03340107	U.S. History	0.5	HIST 1301	U.S. History	3	IHE Staff	In-Person
	03340107	U.S. History	0.5	HIST 1302	U.S. History	3	IHE Staff	In-Person
	03050007	Physics	1	PHYS 2425	University Physics I	4	IHE Staff	In-Person
	IHE 11200	Science, IHE Endorsed	1	PHYS 2426	University Physics II	4	IHE Staff	In-Person
	13024900	Family & Comm. Svc.	0.5	None	None	0	ISD Staff	In-Person
	03102500	Independent Study in Mathematics	0.5	MATH 1342	Elementary Statistical Methods	3	IHE Staff	In-Person
	TBD	High School Elective	1	None	None	0	ISD Staff	In-Person

Curriculum and Academic Rigor

CAREER CLUSTER - STEM ENDORSEMENT - Multidisciplinary PATHWAY - Mathematics

ACADEMIC AWARD - Transfer Program - Mathematics Concentration

1. ECHS Campus Name:

Angelina County Cooperative CTE Early College High School

2. College Partner Name:

Angelina College

Year Grade Level	PEIMS Course #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Hours	Taught by	Class Location
Total Year 3 Grade 11			7			23		
	03220400	English IV	0.5	ENGL 1302	Composition II	3	IHE Staff	In-Person
	03220400	English IV	0.5	ENGL 2322	British Literature	3	IHE Staff	
	03102500	Independent Study in Mathematics	0.5	MATH 2412	Pre Calculus	4	IHE Staff	In-Person
	03102501	Independent Study in Mathematics	1	MATH 2413	Calculus	4	IHE Staff	In-Person
	03380002	Special Topics in Social Studies	0.5	GOVT 2306	Texas Government	3	IHE Staff	In-Person
	03102502	Independent Study in Mathematics	1	MATH 2414	Calculus II	4	IHE Staff	In-Person
	03330100	Government	0.5	GOVT 2305	U.S. Government	3	IHE Staff	In-Person
	03310300	Economics	0.5	ECON 2301	Macroeconomics	3	IHE Staff	In-Person
	13037200	Scientific Research & Design I	1	CHEM 1411	General Chemistry I	4	IHE Staff	In-Person
	13037200	Scientific Research & Design I	1	CHEM 1412	General Chemistry II	4	IHE Staff	In-Person
Total Year 4 Grade 12			7	Courses in blue are not part of the AAS program		35		
DEGREE PLAN			29.5			75		

Curriculum and Academic Rigor

CAREER CLUSTER - STEM ENDORSEMENT - Multidisciplinary PATHWAY - Physics
ACADEMIC AWARD - Transfer Program - Physics Concentration

1. ECHS Campus Name:

Angelina County Cooperative CTE Early College High School

2. College Partner Name:

Angelina College

Year Grade Level	PEIMS Course #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Hours	Taught by	Class Location
	TBD	TSI Preparatrion	0	None	None	0	ISD Staff	In-Person
Total Year 0 Grade 8			0			0		
	03220107	English I	1	None	None	0	ISD Staff	In-Person
	03100507	Algebra I	1	None	None	0	ISD Staff	In-Person
	03010207	Biology	1	None	None	0	ISD Staff	In-Person
	03320100	World Geography	1	None	None	0	ISD Staff	In-Person
	13011400	BIM I	1	None	None	0	ISD Staff	In-Person
	TBD	PE Credit	1	None	None	0	ISD Staff	In-Person
	12715000	Problems & Solutions I	1	STSU 0300	Student Development	0	ISD Staff	In-Person
Total Year 1 Grade 9			7			0		
	03220207	English II	1	None	None	0	ISD Staff	In-Person
	03100707	Geometry	1	None	None	0	ISD Staff	In-Person
	03220307	World History	1	None	None	0	ISD Staff	In-Person
	03040007	Chemistry	1	None	None	0	ISD Staff	In-Person
	03440100	Spanish I	1	SPAN 1411	Beginning Spanish I	4	IHE Staff	In-Person
	03440200	Spanish II	1	SPAN 1412	Beginning Spanish II	4	IHE Staff	In-Person
	12715010	Problems & Solutions II	0.5	EDUC 1300	Learning Framework	0	ISD Staff	In-Person
	13009900	Professional Communications	0.5	SPCH 1318	Interpersonal Communication	3	IHE Staff	In-Person
	03500110	Art I -Art Appreciation	1	ARTS 1301	Art Appreciation	3	IHE Staff	In-Person
	03350100	Psychology	0.5	PSYC 2301	Psychology	3	IHE Staff	In-Person
Total Year 2 Grade 10			8.5			17		
	03220307	English III	0.5	ENGL 1301	Composition	3	IHE Staff	In-Person
	03220307	English III	0.5	ENGL 2326	American Literature	3	IHE Staff	In-Person
	03100600	Algebra II	1	None	None	0	ISD Staff	In-Person
	03340107	U.S. History	0.5	HIST 1301	U.S. History	3	IHE Staff	In-Person
	03340107	U.S. History	0.5	HIST 1302	U.S. History	3	IHE Staff	In-Person
	03050007	Physics	1	PHYS 2425	University Physics I	4	IHE Staff	In-Person
	IHE 11200	Science, IHE Endorsed	1	PHYS 2426	University Physics II	4	IHE Staff	In-Person
	13024900	Family & Comm. Svc.	0.5	None	None	0	ISD Staff	In-Person
	13027600	Computer Programming	1	COSC 1315	Intro to Computer Programming	3	IHE Staff	In-Person
	TBD	High School Elective	1	None	None	0	ISD Staff	In-Person

Curriculum and Academic Rigor

CAREER CLUSTER - STEM ENDORSEMENT - Multidisciplinary PATHWAY - Physics

ACADEMIC AWARD - Transfer Program - Physics Concentration

1. ECHS Campus Name:

Angelina County Cooperative CTE Early College High School

2. College Partner Name:

Angelina College

Year Grade Level	PEIMS Course #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Hours	Taught by	Class Location
Total Year 3 Grade 11			7.5			23		
	03220400	English IV	0.5	ENGL 1302	Composition II	3	IHE Staff	In-Person
	03220400	English IV	0.5	ENGL 2322	British Literature	3	IHE Staff	
	03102500	Independent Study in Mathematics	0.5	MATH 2412	Pre Calculus	4	IHE Staff	In-Person
	03102501	Independent Study in Mathematics	1	MATH 2413	Calculus	4	IHE Staff	In-Person
	03380002	Special Topics In Social Studies	0.5	GOVT 2306	Texas Government	3	IHE Staff	In-Person
	03102502	Independent Study in Mathematics	1	MATH 2414	Calculus II	4	IHE Staff	In-Person
	03330100	Government	0.5	GOVT 2305	U.S. Government	3	IHE Staff	In-Person
	03310300	Economics	0.5	ECON 2301	Macroeconomics	3	IHE Staff	In-Person
	13037200	Scientific Research & Design I	1	CHEM 1411	General Chemistry I	4	IHE Staff	In-Person
	13037200	Scientific Research & Design I	1	CHEM 1412	General Chemistry II	4	IHE Staff	In-Person
Total Year 4 Grade 12			7	Courses in blue are not part of the AAS program		35		
DEGREE PLAN			30			75		

Curriculum and Academic Rigor

CAREER CLUSTER - Business ENDORSEMENT - Multidisciplinary PATHWAY - Common Core

ACADEMIC AWARD - Computer Science Field of Study

1. ECHS Campus Name:

Angelina County Cooperative CTE Early College High School

2. College Partner Name:

Angelina College

Year Grade Level	PEIMS Course #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Hours	Taught by	Class Location
	TBD	TSI Preparatrion	0	None	None	0	ISD Staff	In-Person
Total Year 0 Grade 8			0			0		
	03220107	English I	1	None	None	0	ISD Staff	In-Person
	03100507	Algebra I	1	None	None	0	ISD Staff	In-Person
	03010207	Biology	1	None	None	0	ISD Staff	In-Person
	03320100	World Geography	1	None	None	0	ISD Staff	In-Person
	13011400	BIM I	1	None	None	0	ISD Staff	In-Person
	TBD	High School Elective	1	None	None	0	ISD Staff	In-Person
	12715000	Problems & Solutions I	1	STSU 0300	Student Development	0	ISD Staff	In-Person
Total Year 1 Grade 9			7			0		
	03220207	English II	1	None	None	0	ISD Staff	In-Person
	03100707	Geometry	1	None	None	0	ISD Staff	In-Person
	03220307	World Hlstory	1	None	None	0	ISD Staff	In-Person
	03040007	Chemistry	1	None	None	0	ISD Staff	In-Person
	03440100	Spanish I	1	SPAN 1411	Beginning Spanish I	4	IHE Staff	In-Person
	03440200	Spanish II	1	SPAN 1412	Beginning Spanish II	4	IHE Staff	In-Person
	12715010	Problems & Solutions II	0.5	EDUC 1300	Learning Framework	0	ISD Staff	In-Person
	13009900	Professional Communications	0.5	SPCH 1318	Interpersonal Communication	3	IHE Staff	In-Person
	03500110	Art I -Art Appreciation	1	ARTS 1301	Art Appreciation	3	IHE Staff	In-Person
	13027600	Computer Programming	1	COSC 1301	Intro to Computing	3	IHE Staff	In-Person
Total Year 2 Grade 10			9			17		
	03220307	English III	0.5	ENGL 1301	Composition	3	IHE Staff	In-Person
	03220307	English III	0.5	ENGL 2326	American Literature	3	IHE Staff	In-Person
	03100600	Algebra II	1	None	None	0	ISD Staff	In-Person
	03340107	U.S. History	0.5	HIST 1301	U.S. History	3	IHE Staff	In-Person
	03340107	U.S. History	0.5	HIST 1302	U.S. History	3	IHE Staff	In-Person
		Physics	1	PHYS 2425	University Physics I	4	ISD Staff	In-Person
	13037200	Scientific Research & Design I	1	PHYS 2425	University Physics II	4	ISD Staff	In-Person
	03102500	Independent Study in Mathematics	1	MATH 2412	Pre-Calculus	4	IHE Staff	In-Person

Curriculum and Academic Rigor

CAREER CLUSTER - Business ENDORSEMENT - Multidisciplinary PATHWAY - Common Core
ACADEMIC AWARD - Computer Science Field of Study

1. ECHS Campus Name:					2. College Partner Name:			
Angelina County Cooperative CTE Early College High School					Angelina College			
Year Grade Level	PEIMS Course #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Hours	Taught by	Class Location
	13027700	Advanced Computer Programming	1	COSC 1315	Intro to Computer Programming	3	IHE Staff	In-Person
Total Year 3 Grade 11			7			27		
	03220400	English IV	0.5	ENGL 1302	Composition II	3	IHE Staff	In-Person
	03220400	English IV	0.5	ENGL 2322	British Literature	3	IHE Staff	In-Person
	03102501	Independent Study in Mathematics II	1	MATH 2413	Calculus I	4	IHE Staff	In-Person
	03102502	Independent Study in Mathematics III	1	MATH 2414	Calculus II	4	IHE Staff	In-Person
	13027700	Advanced Computer Programming	1	COSC 1336	Programming Fundamentals I	3	IHE Staff	In-Person
	03380002	Special Topics in Social Studies	0.5	GOVT 2306	Texas Government	3	IHE Staff	In-Person
	13037200	Scientific Research & Design I	1	BIOL 1408	Biology for Non- Science Majors I	4	IHE Staff	In-Person
	13037200	Scientific Research & Design I	1	BIOL 1409	Biology for Non- Science Majors II	4	IHE Staff	In-Person
	03330100	Government	0.5	GOVT 2305	U.S. Government	3	IHE Staff	In-Person
	03310300	Economics	0.5	ECON 2301	Macroeconomics	3	IHE Staff	In-Person
Total Year 4 Grade 12			7.5	Courses in blue are not part of the AAS program		34		
DEGREE PLAN			30.5			78		

Curriculum and Academic Rigor

CAREER CLUSTER - STEM ENDORSEMENT - STEM PATHWAY - Engineering
ACADEMIC AWARD - Associate of Science - Engineering Transfer Program

1. ECHS Campus Name:

Angelina County Cooperative CTE Early College High School

2. College Partner Name:

Angelina College

Year Grade Level	PEIMS Course #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Hours	Taught by	Class Location
	03100507	Algebra I	1	None	None	0	ISD Staff	In-Person
	TBD	TSI Preparatrion	0	None	None	0	ISD Staff	In-Person
Total Year 0 Grade 8			1			0		
	03220107	English I	1	None	None	0	ISD Staff	In-Person
	03100707	Geometry	1	None	None	0	ISD Staff	In-Person
	03010207	Biology	1	None	None	0	ISD Staff	In-Person
	03320100	World Geography	1	None	None	0	ISD Staff	In-Person
	13011400	BIM I	1	None	None	0	ISD Staff	In-Person
	TBD	PE Credit	1	None	None	0	ISD Staff	In-Person
	12715000	Problems & Solutions I	1	STSU 0300	Student Development	0	ISD Staff	In-Person
Total Year 1 Grade 9			7			0		
	03220207	English II	1	None	None	0	ISD Staff	In-Person
	03100600	Algebra II	1	None	None	0	ISD Staff	In-Person
	03220307	World History	1	None	None	0	ISD Staff	In-Person
	03040007	Chemistry	1	CHEM 1411	General Chemistry	4	IHE Staff	In-Person
	03500110	Art I -Art Appreciation	1	ARTS 1301	Art Appreciation	3	IHE Staff	In-Person
	03440100	Spanish I	1	SPAN 1411	Beginning Spanish I	4	IHE Staff	In-Person
	03440200	Spanish II	1	SPAN 1412	Beginning Spanish II	4	IHE Staff	In-Person
	12715010	Problems & Solutions II	0.5	EDUC 1300	Learning Framework	0	IHE Staff	In-Person
	13009900	Professional Communications	0.5	SPCH 1318	Interpersonal Communication	3	IHE Staff	In-Person
Total Year 2 Grade 10			8			18		
	03220307	English III	1	None	None	0	ISD Staff	In-Person
	03340107	U.S. History	0.5	HIST 1301	U.S. History	3	IHE Staff	In-Person
	03340107	U.S. History	0.5	HIST 1302	U.S. History	3	IHE Staff	In-Person
	03050007	Physics	1	PHYS 2425	University Physics	4	IHE Staff	In-Person
	03102501	Independent Study In Mathematics	0.5	PHYS 2426	University Physics II	4	IHE Staff	In-Person
	03101100	Pre Calculus	1	MATH 2412	Pre-Calculus	4	IHE Staff	In-Person
	03102501	Independent Study In Mathematics	0.5	MATH 2413	Calculus I	4	IHE Staff	In-Person
	03102501	Independent Study In Mathematics II	0.5	MATH 2320	Differnential Equations	3	IHE Staff	In-Person
	13037500	Principles of Engineering	1	ENGR 1201	Intro to Engineering	2	IHE Staff	In-Person

Curriculum and Academic Rigor

CAREER CLUSTER - STEM ENDORSEMENT - STEM PATHWAY - Engineering
ACADEMIC AWARD - Associate of Science - Engineering Transfer Program

1. ECHS Campus Name:

Angelina County Cooperative CTE Early College High School

2. College Partner Name:

Angelina College

Year Grade Level	PEIMS Course #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Hours	Taught by	Class Location
Total Year 3 Grade 11			6.5			27		
	03220400	English IV	0.5	ENGL 1301	Composition I	3	IHE Staff	In-Person
	03220400	English IV	0.5	ENGL 1302	Composition II	3	IHE Staff	
	03102502	Independent Study in Mathematics III	0.5	MATH 2414	Calculus II	4	IHE Staff	In-Person
	03102502	Independent Study in Mathematics III	0.5	MATH 2415	Calculus III	4	IHE Staff	In-Person
	03380002	Special Topics in Social Studies	0.5	GOVT 2306	Texas Government	3	IHE Staff	In-Person
	13036500	Engineering Design & Presentation	1	ENGR 1304	Engineering Graphics	3	ISD Staff	In-Person
	03330100	Government	0.5	GOVT 2305	U.S. Government	3	IHE Staff	In-Person
	03310300	Economics	0.5	ECON 2301	Macroeconomics	3	IHE Staff	In-Person
	13037410	Practicum in STEM	1	COSC 1336	Programming Fundamentals I	3	IHE Staff	In-Person
	13036700	Engineering Mathematics	1	ENGR 2104	Engineering Programming & Computations	1	IHE Staff	In-Person
Total Year 4 Grade 12			6.5	Courses in blue are not part of the AAS program		30		
DEGREE PLAN			29			75		

Curriculum and Academic Rigor

CAREER CLUSTER - Manufacturing ENDORSEMENT - Business & Industry PATHWAY - Fluid Power
ACADEMIC AWARD - Associate of Applied Science in Electromechanical Technology (Fluid Power Specialty)

1. ECHS Campus Name:					2. College Partner Name:			
Angelina County Cooperative CTE Early College High School					Angelina College			
Year Grade Level	PEIMS Course #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Hours	Taught by	Class Location
	TBD	TSI Preparatrion	0	None	None	0	ISD Staff	In-Person
Total Year 0 Grade 8			0			0		
	03220107	English I	1	None	None	0	ISD Staff	In-Person
	03100507	Algebra I	1	None	None	0	ISD Staff	In-Person
	03010207	Biology	1	None	None	0	ISD Staff	In-Person
	03320100	World Geography	1	None	None	0	ISD Staff	In-Person
	13011400	BIM I	1	None	None	0	ISD Staff	In-Person
	TBD	PE Credit	1	None	None	0	ISD Staff	In-Person
	TBD	High School Elective	1	None	None	0	ISD Staff	In-Person
	12715000	Problems & Solutions I	1	STSU 0300	Student Development	0	ISD Staff	In-Person
Total Year 1 Grade 9			8			0		
	03220207	English II	1	None	None	0	ISD Staff	In-Person
	03100707	Geometry	1	None	None	0	ISD Staff	In-Person
	03220307	World History	1	None	None	0	ISD Staff	In-Person
	03040007	Chemistry	1	None	None	0	ISD Staff	In-Person
	03440100	Spanish I	1	SPAN 1411	Beginning Spanish I	4	IHE Staff	In-Person
	03440200	Spanish II	1	SPAN 1412	Beginning Spanish II	4	IHE Staff	In-Person
	12715010	Problems & Solutions II	0.5	EDUC 1300	Learning Framework	0	ISD Staff	In-Person
	13009900	Professional Communications	0.5	SPCH 1318	Interpersonal Communication	3	IHE Staff	In-Person
	03500110	Art I -Art Appreciation	1	ARTS 1301	Art Appreciation	3	IHE Staff	In-Person
	03370100	Sociology	0.5	SOCI 1301	Introduction to Sociology	3	IHE Staff	In-Person
	TBD	High School Elective	1	None	None	0	ISD Staff	In-Person
Total Year 2 Grade 10			9.5			17		
	03220307	English III	1	None	None	0	ISD Staff	In-Person
	03100600	Algebra II	1	None	None	0	ISD Staff	In-Person
	03340107	U.S. History	1	None	None	0	ISD Staff	In-Person
	13024900	Family & Comm. Svc.	0.5	None	None	0	ISD Staff	In-Person
	13016200	Money Matters	0.5	None	None	0	ISD Staff	In-Person
	03050007	Physics	1	PHYS 1305	General Physics	3	IHE Staff	In-Person
	13004800	Practicum in Archetectural Desing I	0.5	DFTG 1325	Blueprint Reading & Sketching	3	IHE Staff	In-Person
	13005600	Electrical Technology I	0.5	HYDR 1409	Basic Fluid Power	4	IHE Staff	In-Person

Curriculum and Academic Rigor

CAREER CLUSTER - Manufacturing ENDORSEMENT - Business & Industry PATHWAY - Fluid Power
ACADEMIC AWARD - Associate of Applied Science in Electromechanical Technology (Fluid Power Specialty)

1. ECHS Campus Name:					2. College Partner Name:			
Angelina County Cooperative CTE Early College High School					Angelina College			
Year Grade Level	PEIMS Course #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Hours	Taught by	Class Location
		Applied Mathematics for Technical Professions	1	TECM 1301	Industrial Mathematics	3	IHE Staff	In-Person
	13005600	Electrical Technology I	0.5	ELPT 1321	Intro to Electrical Safety & Tools	3	IHE Staff	In-Person
	03220400	English IV	0.5	ENGL 1301	Composition I	3	IHE Staff	In-Person
Total Year 3 Grade 11			8			19		
	03100600	Algebra II	1	None	None	0	ISD Staff	In-Person
	03330100	Government	0.5	None	None	0	ISD Staff	In-Person
	03310300	Economics	0.5	None	None	0	ISD Staff	In-Person
	03060200	Earth & Space Science	1	None	None	0	ISD Staff	In-Person
	03220400	English IV	0.5	ENGL 1302	Composition II	3	IHE Staff	In-Person
	13005700	Electrical Technology II	0.5	HYDR 2455	Hydraulics Proportional & Servo Valves	4	IHE Staff	In-Person
	13005600	Electrical Technology I	0.5	ELPT 1411	Basic Electrical Theory	4	IHE Staff	In-Person
	13005700	Electrical Technology II	0.5	ENTC 2310	Machine Design	3	IHE Staff	In-Person
	13005600	Electrical Technology I	0.5	HYDR 1415	Basic Fluid Power II	4	IHE Staff	In-Person
	13005700	Electrical Technology II	0.5	HYDR 1350	Hydraulics, Fabrications, & Repair	3	IHE Staff	In-Person
	13005700	Electrical Technology II	0.5	ELPT 1441	Motor Control	4	IHE Staff	In-Person
	13005700	Electrical Technology II	0.5	ELPT 2305	Motors & Transformers	3	IHE Staff	In-Person
Total Year 4 Grade 12			7	Courses in blue are not part of the AAS program		28		
DEGREE PLAN			32.5			64		
YEAR 5				HYDR 2330	Fluid Power System Design	3	IHE Staff	In-Person
				HYDR 2459	Advanced Hydraulics	4	IHE Staff	In-Person
DEGREE PLAN						71		

Curriculum and Academic Rigor

CAREER CLUSTER - STEM ENDORSEMENT - STEM PATHWAY - Engineering
ACADEMIC AWARD - Associate of Science - Engineering Transfer Program

1. ECHS Campus Name:

Angelina County Cooperative CTE Early College High School

2. College Partner Name:

Angelina College

Year Grade Level	PEIMS Course #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Hours	Taught by	Class Location
	03100507	Algebra I	1	None	None	0	ISD Staff	In-Person
	TBD	TSI Preparatrion	0	None	None	0	ISD Staff	In-Person
Total Year 0 Grade 8			1			0		
	03220107	English I	1	None	None	0	ISD Staff	In-Person
	03100707	Geometry	1	None	None	0	ISD Staff	In-Person
	03010207	Biology	1	None	None	0	ISD Staff	In-Person
	03320100	World Geography	1	None	None	0	ISD Staff	In-Person
	13011400	BIM I	1	None	None	0	ISD Staff	In-Person
	TBD	PE Credit	1	None	None	0	ISD Staff	In-Person
	12715000	Problems & Solutions I	1	STSU 0300	Student Development	0	ISD Staff	In-Person
Total Year 1 Grade 9			7			0		
	03220207	English II	1	None	None	0	ISD Staff	In-Person
	03100600	Algebra II	1	None	None	0	ISD Staff	In-Person
	03220307	World History	1	None	None	0	ISD Staff	In-Person
	03040007	Chemistry	1	CHEM 1411	General Chemistry	4	IHE Staff	In-Person
	03500110	Art I -Art Appreciation	1	ARTS 1301	Art Appreciation	3	IHE Staff	In-Person
	03440100	Spanish I	1	SPAN 1411	Beginning Spanish I	4	IHE Staff	In-Person
	03440200	Spanish II	1	SPAN 1412	Beginning Spanish II	4	IHE Staff	In-Person
	12715010	Problems & Solutions II	0.5	EDUC 1300	Learning Framework	0	IHE Staff	In-Person
	13009900	Professional Communications	0.5	SPCH 1318	Interpersonal Communication	3	IHE Staff	In-Person
Total Year 2 Grade 10			8			18		
	03220307	English III	1	None	None	0	ISD Staff	In-Person
	03340107	U.S. History	0.5	HIST 1301	U.S. History	3	IHE Staff	In-Person
	03340107	U.S. History	0.5	HIST 1302	U.S. History	3	IHE Staff	In-Person
	03050007	Physics	1	PHYS 2425	University Physics	4	IHE Staff	In-Person
	03102501	Independent Study in Mathematics	0.5	PHYS 2426	University Physics II	4	IHE Staff	In-Person
	03101100	Pre Calculus	1	MATH 2412	Pre-Calculus	4	IHE Staff	In-Person
	03102501	Independent Study in Mathematics	0.5	MATH 2413	Calculus I	4	IHE Staff	In-Person
	03102501	Independent Study In Mathematics II	0.5	MATH 2320	Differnential Equatlons	3	IHE Staff	In-Person
	13037500	Principles of Engineering	1	ENGR 1201	Intro to Engineering	2	IHE Staff	In-Person

Curriculum and Academic Rigor

CAREER CLUSTER - STEM ENDORSEMENT - STEM PATHWAY - Engineering
ACADEMIC AWARD - Associate of Science - Engineering Transfer Program

1. ECHS Campus Name:

Angelina County Cooperative CTE Early College High School

2. College Partner Name:

Angelina College

Year Grade Level	PEIMS Course #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Hours	Taught by	Class Location
Total Year 3 Grade 11			6.5			27		
	03220400	English IV	0.5	ENGL 1301	Composition I	3	IHE Staff	In-Person
	03220400	English IV	0.5	ENGL 1302	Composition II	3	IHE Staff	In-Person
	03102502	Independent Study in Mathematics III	0.5	MATH 2414	Calculus II	4	IHE Staff	In-Person
	03102502	Independent Study in Mathematics III	0.5	MATH 2415	Calculus III	4	IHE Staff	In-Person
	03380002	Special Topics in Social Studies	0.5	GOVT 2306	Texas Government	3	IHE Staff	In-Person
	13036500	Engineering Design & Presentation	1	ENGR 1304	Engineering Graphics	3	ISD Staff	In-Person
	03330100	Government	0.5	GOVT 2305	U.S. Government	3	IHE Staff	In-Person
	03310300	Economics	0.5	ECON 2301	Macroeconomics	3	IHE Staff	In-Person
	13037410	Practicum in STEM	1	COSC 1336	Programming Fundamentals I	3	IHE Staff	In-Person
	13036700	Engineering Mathematics	1	ENGR 2104	Engineering Programming & Computations	1	IHE Staff	In-Person
Total Year 4 Grade 12			6.5	Courses in blue are not part of the AAS program		30		
DEGREE PLAN			29			75		

Curriculum and Academic Rigor

CAREER CLUSTER - Business ENDORSEMENT - Business & Industry PATHWAY - Electrician
ACADEMIC AWARD - Associate in Applied Science - Electromechanical Technology (Electrical Specialty)

1. ECHS Campus Name:					2. College Partner Name:			
Angellina County Cooperative CTE Early College High School					Angellina College			
Year Grade Level	PEIMS Course #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Hours	Taught by	Class Location
	TBD	TSI Preparatiron	0	None	None	0	ISD Staff	In-Person
Total Year 0 Grade 8			0			0		
	03220107	English I	1	None	None	0	ISD Staff	In-Person
	03100507	Algebra I	1	None	None	0	ISD Staff	In-Person
	03010207	Biology	1	None	None	0	ISD Staff	In-Person
	03320100	World Geography	1	None	None	0	ISD Staff	In-Person
	13011400	BIM I	1	None	None	0	ISD Staff	In-Person
	TBD	High School Elective	1	None	None	0	ISD Staff	In-Person
	12715000	Problems & Solutions I	1	STSU 0300	Student Development	0	ISD Staff	In-Person
Total Year 1 Grade 9			7			0		
	03220207	English II	1	None	None	0	ISD Staff	In-Person
	03100707	Geometry	1	None	None	0	ISD Staff	In-Person
	03220307	World History	1	None	None	0	ISD Staff	In-Person
	03040007	Chemistry	1	None	None	0	ISD Staff	In-Person
	03440100	Spanish I	1	SPAN 1411	Beginning Spanish I	4	IHE Staff	In-Person
	03440200	Spanish II	1	SPAN 1412	Beginning Spanish II	4	IHE Staff	In-Person
	12715010	Problems & Solutions II	0.5	EDUC 1300	Learning Framework	0	ISD Staff	In-Person
	13009900	Professional Communications	0.5	SPCH 1318	Interpersonal Communication	3	IHE Staff	In-Person
	03500110	Art I -Art Appreciation	1	ARTS 1301	Art Appreciation	3	IHE Staff	In-Person
	03370100	Sociology	0.5	SOCI 1301	Intro to Sociology	3	IHE Staff	In-Person
Total Year 2 Grade 10			8.5			17		
	03220307	English III	0.5	None	None	0	ISD Staff	In-Person
	03100600	Algebra II	1	None	None	0	ISD Staff	In-Person
	03340107	U.S. History	1	None	None	0	ISD Staff	In-Person
	03050007	Physics	1	PHYS 1305	General Physics	3	IHE Staff	In-Person
	13004800	Practicum in Archetectural Desing I	0.5	DFTG 1325	Blueprint Reading & Sketching	3	IHE Staff	In-Person
	13005600	Electrical Technology	0.5	ELPT 1411	Basic Electrical Theory	4	IHE Staff	In-Person
	13005600	Electrical Technology	0.5	CETT 1325	Digital Fundamentals	3	IHE Staff	In-Person
	13005600	Electrical Technology	0.5	ELPT 1321	Intro to Electrical Safety & Tools	3	IHE Staff	In-Person
	13005600	Electrical Technology	0.5	HYDR 1409	Basic Fluid Power I	4	IHE Staff	In-Person

Curriculum and Academic Rigor

CAREER CLUSTER - *Business* ENDORSEMENT - *Business & Industry* PATHWAY - *Electrician*

ACADEMIC AWARD - *Associate in Applied Science - Electromechanical Technology (Electrical Specialty)*

1. ECHS Campus Name:

Angelina County Cooperative CTE Early College High School

2. College Partner Name:

Angelina College

Year Grade Level	PEIMS Course #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Hours	Taught by	Class Location
Total Year 3 Grade 11			6			20		
	03220400	English IV	0.5	ENGL 1301	Composition I	3	IHE Staff	In-Person
	03220400	English IV	0.5	ENGL 1302	Composition II	3	IHE Staff	In-Person
	03102501	Independent Study in Mathematics	1	TECM 1301	Industrial Mathematics	3	IHE Staff	In-Person
	13005700	Advanced Electrical Technology	0.5	ELPT 1441	Motor Control	4	IHE Staff	In-Person
	13005700	Advanced Electrical Technology	0.5	ELPT 2305	Motors & Transformers	3	IHE Staff	In-Person
	13005700	Advanced Electrical Technology	0.5	ELPT 2331	AC/DC Drives	3	ISD Staff	In-Person
	03330100	Government	0.5	None	None	0	ISD Staff	In-Person
	03310300	Economics	0.5	None	None	0	ISD Staff	In-Person
	TBD	4th Science Credit	1	None	None	0	ISD Staff	In-Person
	13005700	Advanced Electrical Technology	0.5	ELPT 1445	Commercial Wiring	4	IHE Staff	In-Person
	13005700	Advanced Electrical Technology	0.5	ELPT 2419	Prgrammable Logic Controllers I	4	IHE Staff	In-Person
Total Year 4 Grade 12			6.5	Courses in blue are not part of the AAS program		27		
DEGREE PLAN			28			64		

Curriculum and Academic Rigor

CAREER CLUSTER - Manufacturing ENDORSEMENT - Business & Industry PATHWAY - Welding

ACADEMIC AWARD - Associate of Applied Science in Welding Technology

1. ECHS Campus Name:					2. College Partner Name:			
Angelina County Cooperative CTE Early College High School					Angelina College			
Year Grade Level	PEIMS Course #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Hours	Taught by	Class Location
	TBD	TSI Preparatrion	0	None	None	0	ISD Staff	In-Person
Total Year 0 Grade 8			0			0		
	03220107	English I	1	None	None	0	ISD Staff	In-Person
	03100507	Algebra I	1	None	None	0	ISD Staff	In-Person
	03010207	Biology	1	None	None	0	ISD Staff	In-Person
	03320100	World Geography	1	None	None	0	ISD Staff	In-Person
	13011400	BIM I	1	None	None	0	ISD Staff	In-Person
	TBD	PE Credit	1	None	None	0	ISD Staff	In-Person
	TBD	High School Elective	1	None	None	0	ISD Staff	In-Person
	12715000	Problems & Solutions I	1	STSU 0300	Student Development	0	ISD Staff	In-Person
Total Year 1 Grade 9			8			0		
	03220207	English II	1	None	None	0	ISD Staff	In-Person
	03100707	Geometry	1	None	None	0	ISD Staff	In-Person
	03220307	World History	1	None	None	0	ISD Staff	In-Person
	03040007	Chemistry	1	None	None	0	ISD Staff	In-Person
	03440100	Spanish I	1	SPAN 1411	Beginning Spanish I	4	IHE Staff	In-Person
	03440200	Spanish II	1	SPAN 1412	Beginning Spanish II	4	IHE Staff	In-Person
	12715010	Problems & Solutions II	0.5	None	None	0	ISD Staff	In-Person
	13009900	Professional Communications	0.5	SPCH 1318	Interpersonal Communication	3	IHE Staff	In-Person
	03500110	Art I -Art Appreciation	1	ARTS 1301	Art Appreciation	3	IHE Staff	In-Person
	03370100	Sociology	0.5	SOCI 1301	Introduction to Sociology	3	IHE Staff	In-Person
Total Year 2 Grade 10			8.5			17		
	03220307	English III	1	None	None	0	ISD Staff	In-Person
	03100600	Algebra II	1	None	None	0	ISD Staff	In-Person
	03340107	U.S. History	1	None	None	0	ISD Staff	In-Person
	03050007	Physics	1	PHYS 1305	General Physics	3	IHE Staff	In-Person
	13005100	Construction Technology	0.5	DFTG 1325	Blueprint Reading & Sketching	3	IHE Staff	In-Person
	13033000	Practicum in Manufacturing	0.5	WLDG 1428	Intro to Shielded Metal Arc Welding	4	IHE Staff	In-Person
	13033000	Practicum in Manufacturing	0.5	WLDG 1337	Intro to Welding Metallurgy	3	IHE Staff	In-Person

Curriculum and Academic Rigor

CAREER CLUSTER - Manufacturing ENDORSEMENT - Business & Industry PATHWAY - Welding
ACADEMIC AWARD - Associate of Applied Science in Welding Technology

1. ECHS Campus Name:					2. College Partner Name:			
Angelina County Cooperative CTE Early College High School					Angelina College			
Year Grade Level	PEIMS Course #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Hours	Taught by	Class Location
	13033000	Practicum In Manufacturing	0.5	WLDG 1421	Welding Fundamentals	4	IHE Staff	In-Person
	13033000	Practicum In Manufacturing	0.5	WLDG 1457	Intermediate Shielded Arc Welding	4	IHE Staff	In-Person
Total Year 3 Grade 11			6.5			21		
	03100600	Algebra II	1	None	None	0	ISD Staff	In-Person
	03330100	Government	0.5	None	None	0	ISD Staff	In-Person
	03310300	Economics	0.5	None	None	0	ISD Staff	In-Person
	03060200	Earth & Space Science	1	None	None	0	ISD Staff	In-Person
	03220400	English IV	0.5	ENGL 1301	Composition I	3	IHE Staff	In-Person
	03220400	English IV	0.5	ENGL 1302	Composition II	3	IHE Staff	In-Person
	13033010	Practicum In Manufacturing II	0.5	WLDG 2413	Intermediate Weld Using Multiple Purposes	4	IHE Staff	In-Person
	130330100	Practicum In Manufacturing II	0.5	WLDG 2406	Intermediate Pipe Welding	4	IHE Staff	In-Person
	13033010	Practicum In Manufacturing II	0.5	WLDG 2355	Advanced Welding Metallurgy	3	IHE Staff	In-Person
	13032200	Principles of Manufacturing	1	MCHN 1438	Basic Machine Shop I	4	IHE Staff	In-Person
	13033010	Practicum In Manufacturing II	0.5	WLDG 1435	Intro to Pipe Welding	4	IHE Staff	In-Person
	130330100	Practicum In Manufacturing II	1	WLDG 2453	Advanced Pipe Welding	4	IHE Staff	In-Person
Total Year 4 Grade 12			8	Courses in blue are not part of the AAS program		29		
DEGREE PLAN			31			67		
YEAR 5				WLDG 2443	Capstone Course - Advanced Shielded Metal Arc Welding	4	IHE Staff	In-Person
DEGREE PLAN						71		

Curriculum and Academic Rigor

CAREER CLUSTER - Manufacturing ENDORSEMENT - Business & Industry PATHWAY - Machinist

ACADEMIC AWARD - Associate of Applied Science in Machine Tool Technology

1. ECHS Campus Name: Angelina County Cooperative CTE Early College High School					2. College Partner Name: Angellina College			
Year Grade Level	PEIMS Course #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Hours	Taught by	Class Location
	TBD	TSI Preparatrion	0	None	None	0	ISD Staff	In-Person
Total Year 0 Grade 8			0			0		
	03220107	English I	1	None	None	0	ISD Staff	In-Person
	03100507	Algebra I	1	None	None	0	ISD Staff	In-Person
	03010207	Biology	1	None	None	0	ISD Staff	In-Person
	03320100	World Geography	1	None	None	0	ISD Staff	In-Person
	13011400	BIM I	1	None	None	0	ISD Staff	In-Person
	TBD	PE Credit	1	None	None	0	ISD Staff	In-Person
	TBD	High School Elective	1	None	None	0	ISD Staff	In-Person
	12715000	Problems & Solutions I	1	STSU 0300	Student Development	0	ISD Staff	In-Person
Total Year 1 Grade 9			8			0		
	03220207	English II	1	None	None	0	ISD Staff	In-Person
	03100707	Geometry	1	None	None	0	ISD Staff	In-Person
	03220307	World History	1	None	None	0	ISD Staff	In-Person
	03040007	Chemistry	1	None	None	0	ISD Staff	In-Person
	03440100	Spanish I	1	SPAN 1411	Beginning Spanish I	4	IHE Staff	In-Person
	03440200	Spanish II	1	SPAN 1412	Beginning Spanish II	4	IHE Staff	In-Person
	12715010	Problems & Solutions II	0.5	None	None	0	ISD Staff	In-Person
	13009900	Professional Communications	0.5	SPCH 1318	Interpersonal Communication	3	IHE Staff	In-Person
	03500110	Art I -Art Appreciation	1	ARTS 1301	Art Appreciation	3	IHE Staff	In-Person
	03370100	Sociology	0.5	SOCI 1301	Introduction to Sociology	3	IHE Staff	In-Person
Total Year 2 Grade 10			8.5			17		
	03220307	English III	1	None	None	0	ISD Staff	In-Person
	03100600	Algebra II	1	None	None	0	ISD Staff	In-Person
	03340107	U.S. History	1	None	None	0	ISD Staff	In-Person
	03050007	Physics	1	PHYS 1305	General Physics	3	IHE Staff	In-Person
	13033000	Practicum in Manufacturing I	1	MCHN 1438	Machining I	4	IHE Staff	In-Person
	13033000	Practicum I	0.5	MCHN 2444	Computerized Numerical Control Programming	4	IHE Staff	In-Person
	13033000	Practicum I	0.5	MCHN 1441	Basic Machine Shop II	4	IHE Staff	In-Person

Curriculum and Academic Rigor

CAREER CLUSTER - Manufacturing **ENDORSEMENT** - Business & Industry **PATHWAY** - Machinist
ACADEMIC AWARD - Associate of Applied Science in Machine Tool Technology

1. ECHS Campus Name:					2. College Partner Name:			
Angelina County Cooperative CTE Early College High School					Angelina College			
Year Grade Level	PEIMS Course #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Hours	Taught by	Class Location
	13033000	Practicum I	0.5	MCHN 1343	Machine Shop Mathematics	3	IHE Staff	In-Person
	13033000	Practicum I	0.5	MCHN 1190	Special Topics In Machine Shop Assistant	1	IHE Staff	In-Person
Total Year 3 Grade 11			7			19		
	03100600	Algebra II	1	None	None	0	ISD Staff	In-Person
	03330100	Government	0.5	None	None	0	ISD Staff	In-Person
	03310300	Economics	0.5	None	None	0	ISD Staff	In-Person
	03060200	Earth & Space Science	1	None	None	0	ISD Staff	In-Person
	03220400	English IV	0.5	ENGL 1301	Composition I	3	IHE Staff	In-Person
	03220400	English IV	0.5	ENGL 1302	Composition II	3	IHE Staff	In-Person
	13033010	Practicum in Manufacturing II	0.5	WLDG 1337	Intro to Welding Metallurgy	3	IHE Staff	In-Person
	13033010	Practicum II	0.5	MCHN 1426	Intro to Computer-Aided Manufacturing	4	IHE Staff	In-Person
	13033010	Practicum II	0.5	MCHN 2435	Advanced CNC Machining	4	IHE Staff	In-Person
	13033010	Practicum II	0.5	MCHN 1452	Intermediate Machining	4	IHE Staff	In-Person
	TBD	High School Elective	0.5	None	None	0	ISD Staff	In-Person
	13033010	Practicum II	0.5	MCHN 1191	Special Topics In Machinist/Machine Technology	1	IHE Staff	In-Person
Total Year 4 Grade 12			7	Courses in blue are not part of the AAS program		22		
DEGREE PLAN			30.5			58		
YEAR 5				MCHN 1191	Special Topics In Machinist/Machine Technology	1	IHE Staff	In-Person
				MCHN 1454	Intermediate Maching II	4	IHE Staff	In-Person
				WLDG 1428	Intro to Shielded Metal Arc Welding	4	IHE Staff	In-Person
				MCHN 2438	Advanced Computer Aided Manufacturing	4	IHE Staff	In-Person
DEGREE PLAN					71			

Curriculum and Academic Rigor

CAREER CLUSTER - Architecture & Construction ENDORSEMENT - Business PATHWAY - Drafting

ACADEMIC AWARD - Associate in Applied Science in Drafting and Design Technology

1. ECHS Campus Name:

Angelina County Cooperative CTE Early College High School

2. College Partner Name:

Angelina College

Year Grade Level	PEIMS Course #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Hours	Taught by	Class Location
	TBD	TSI Preparatiron	0	None	None	0	ISD Staff	In-Person
Total Year 0 Grade 8			0			0		
	03220107	English I	1	None	None	0	ISD Staff	In-Person
	03100507	Algebra I	1	None	None	0	ISD Staff	In-Person
	03010207	Biology	1	None	None	0	ISD Staff	In-Person
	03320100	World Geography	1	None	None	0	ISD Staff	In-Person
	13011400	BIM I	1	None	None	0	ISD Staff	In-Person
	TBD	High School Elective	1	None	None	0	ISD Staff	In-Person
	12715000	Problems & Solutions I	1	STSU 0300	Student Development	0	ISD Staff	In-Person
Total Year 1 Grade 9			7			0		
	03220207	English II	1	None	None	0	ISD Staff	In-Person
	03100707	Geometry	1	None	None	0	ISD Staff	In-Person
	03220307	World History	1	None	None	0	ISD Staff	In-Person
	03040007	Chemistry	1	None	None	0	ISD Staff	In-Person
	03440100	Spanish I	1	SPAN 1411	Beginning Spanish I	4	IHE Staff	In-Person
	03440200	Spanish II	1	SPAN 1412	Beginning Spanish II	4	IHE Staff	In-Person
	12715010	Problems & Solutions II	0.5	EDUC 1300	Learning Framework	0	ISD Staff	In-Person
	13009900	Professional Communications	0.5	SPCH 1318	Interpersonal Communication	3	IHE Staff	In-Person
	03500110	Art I -Art Appreciation	1	ARTS 1301	Art Appreciation	3	IHE Staff	In-Person
	03350100	Psychology	0.5	PSYC 2301	Psychology	3	IHE Staff	In-Person
Total Year 2 Grade 10			8.5			17		
	03220307	English III	1	None	None	0	ISD Staff	In-Person
	03100600	Algebra II	1	None	None	0	ISD Staff	In-Person
	03340107	U.S. History	1	None	None	0	ISD Staff	In-Person
	03050007	Physics	1	PHYS 1305	General Physics	3	ISD Staff	In-Person
	13005100	Construction Technology	0.5	DFTG 1325	Blueprint Reading & Sketching	3	IHE Staff	In-Person
	13005100	Construction Technology	0.5	DFTG 1409	Basic Computer-Aided Drafting	4	IHE Staff	In-Person
	IHE11100	Mathematics IHE Endorsed	1	TECM 1301	Industrial Mathematics	3	IHE Staff	In-Person
	13005100	Construction Technology	0.5	DFTG 1405	Technical Drafting	4	IHE Staff	In-Person

Curriculum and Academic Rigor

CAREER CLUSTER - Architecture & Construction ENDORSEMENT - Business PATHWAY - Drafting

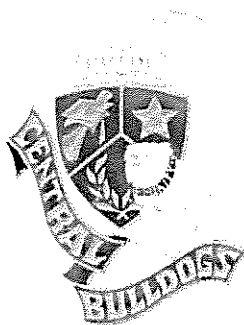
ACADEMIC AWARD - Associate in Applied Science in Drafting and Design Technology

1. ECHS Campus Name:					2. College Partner Name:			
Angelina County Cooperative CTE Early College High School					Angelina College			
Year Grade Level	PEIMS Course #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Hours	Taught by	Class Location
	13005100	Construction Technology	0.5	DFTG 1417	Architectural Drafting - Residential	4	IHE Staff	In-Person
Total Year 3 Grade 11			7			21		
	03220400	English IV	0.5	ENGL 1301	Composition I	3	IHE Staff	In-Person
	03220400	English IV	0.5	ENGL 1302	Composition II	3	IHE Staff	In-Person
	03330100	Government	0.5	None	None	0	ISD Staff	In-Person
	03310300	Economics	0.5	None	None	0	ISD Staff	In-Person
	TBD	4th Science Credit	1	None	None	0	ISD Staff	In-Person
	13005200	Advanced Construction Technology	0.5	DFTG 1433	Mechanical Drafting	4	IHE Staff	In-Person
	13005200	Advanced Construction Technology	0.5	DFTG 2421	Topographical Drafting	4	IHE Staff	In-Person
	13005200	Advanced Construction Technology	0.5	DFTG 2430	Civil Drafting	4	IHE Staff	In-Person
	13005600	Electrical Technology	0.5	ARCE 2452	Mechanical & Electrical Systems	4	IHE Staff	In-Person
	13005200	Advanced Construction Technology	0.5	DFTG 2402	Machine Drafting	4	IHE Staff	In-Person
	13005200	Advanced Construction Technology	0.5	ARCE 1452	Structural Drafting	4	IHE Staff	In-Person
Total Year 4 Grade 12			6	Courses in blue are not part of the AAS program		30		
DEGREE PLAN			28.5			68		

**2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next
Generation of Early College High Schools**

<u>Schedule #2—Required Attachments and Provisions and Assurances</u>	
County-district number or vendor ID: 003907; 003905; 003904; 003903; 003902; 003906	Amendment # (for amendments only): N/A

APPENDIX D
Letters of Support from ISDs:
Central ISD
Diboll ISD
Hudson ISD
Huntington ISD
Lufkin ISD
Zavalla ISD



Central Independent School District

7622 N US Highway 69
Pollok, TX 75969

Phone 936-853-2216
Fax 936-853-2215

October 25, 2016

Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1401

To Whom It May Concern:

Please consider this letter of support from Central ISD for the Angelina County ECHS's grant application for the Texas Industry Cluster Innovative Academies. Central ISD is part of the Angelina County Cooperative including five school districts, as well as partnering with Angelina Community College and our local business and industry.

Central ISD will support the program in accordance with the MOU between the partners. We will be glad to fulfill the requirements and provide the necessary resources for the program. We are thankful to be part of this wonderful opportunity.

Respectfully,

Allen Garner

Allen Garner
Superintendent
Central Independent School District

Pride, Passion, and Purpose



DIBOLL INDEPENDENT SCHOOL DISTRICT

P.O. Box 550 • DIBOLL, TEXAS 75941 • 936/829-4718 • FAX 936/829-3783

October 25, 2016

Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1401

To whom it may concern:

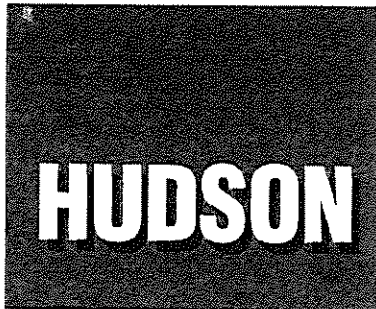
I am writing this letter in support of Angelina County Cooperative CTE ECHS's grant application, Texas Industry Cluster Innovative Academies. Diboll ISD recognizes and supports the potential of a partnership with the five surrounding county school districts and Angelina Community College, as well as the ability to impact our local business partners and community.

Diboll ISD pledges to support Angelina County Cooperative CTE ECHS program in accordance with the signed MOU between the ECHS and each respective IHE partner. We will commit the necessary resources to ensure our partnership is able to fulfill the program requirements of the ECHS program.

We look forward to a long, sustainable partnership.

Sincerely,

Vicki Thomas, Interim Superintendent
Diboll ISD



October 24, 2016

Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1401

To Whom It May Concern,

I am writing this letter in support of Angelina County Cooperative CTE ECHS's grant application, Texas Industry Cluster Innovative Academies. Hudson ISD recognizes the potential of a partnership with the 5 surrounding county school districts and Angelina Community College, as well as the ability to impact our local business partners and community.

Hudson ISD will support Angelina County Cooperative CTE ECHS program in accordance with the signed MOU between the ECHS and each respective IHE partner. We will commit the necessary resources to ensure our partnership is able to fulfill the program requirements of the ECHS program.

We look forward to a long, sustainable partnership.

Sincerely,

A handwritten signature in black ink, appearing to read "Mary Ann Whiteker", written over a horizontal line.

Mary Ann Whiteker
Superintendent
Hudson ISD



HUNTINGTON INDEPENDENT SCHOOL DISTRICT

P.O. Box 328 Huntington, Texas 75949

(936) 876-4287 Fax (936) 876-3212

David W. Flowers
Superintendent
dflowers@huntingtonisd.com

October 24, 2016

Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1401

To Whom It May Concern:

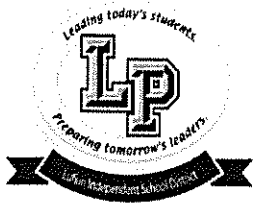
I am writing this letter in support of Angelina County Cooperative CTE ECHS's grant application, Texas Industry Cluster Innovative Academies. Huntington ISD recognizes the potential of a partnership with the five surrounding county school districts and Angelina Community College, as well as the ability to impact our local business partners and community.

Huntington ISD will support Angelina County Cooperative CTE ECHS program in accordance with the signed MOU between the ECHS and each respective IHE partner. We will commit the necessary resources to ensure our partnership is able to fulfill the program requirements of the ECHS program.

We look forward to a long, sustainable partnership.

Yours in education,

David W. Flowers, Superintendent
Huntington ISD



LUFKIN INDEPENDENT SCHOOL DISTRICT

101 Cotton Square
P.O. Box 1407
Lufkin, TX 75902-1407
936 634-6696 – Fax 936 634-8864

Dr. LaTonya Goffney,
Superintendent

October 26, 2016

Board of Trustees
Keven Ellis
President
Scott Skelton
Vice President
Allyson Langston
Secretary
Andro Branch
Kristi Gay
Don Muhlbach
Andra Self

Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1401

To Whom It May Concern,

I am writing this letter in support of Angelina County Cooperative CTE ECHS's application for re-designation as an Innovative Academy and Early College High School for the 2016-2018 school year. Angelina College, Stephen F. Austin State University, and Lufkin ISD recognize the potential of a viable partnership and the ability to impact our local community.

Lufkin ISD will support Angelina County Cooperative CTE Innovative Academy ECHS program in accordance with the signed MOU between the ECHS and each respective IHE partner. We will commit the necessary resources to ensure our partnership is able to fulfill the program requirements of the ECHS program.

We look forward to a long, sustainable partnership.

Sincerely,

Dr. LaTonya Goffney
Lufkin ISD
Superintendent

Zavalla Independent School District

431 E. Main Street • Zavalla, TX 75980
Phone: (936) 897-2271 • Fax (936) 897-2674

Mr. Ricky Oliver
Superintendent
roliver@zavallaisd.org
(936) 897-2271

Ms. Kathy Caton
JH/High School Principal
kcaton@zavallaisd.org
(936) 897-2301

Mrs. Shana McCugh
Elementary Principal
smccugh@zavallaisd.org
(936) 897-2611

Mrs. Alice Boulware
Business Manager
aboulware1@zavallaisd.org
(936) 897-2271

Ms. Donna Johnson
Administrative Assistant
djohnson@zavallaisd.org
(936) 897-2271

Mrs. Emily Roebuck
District Counselor
eroebuck@zavallaisd.org
(936) 897-2301

October 25, 2016

Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1401

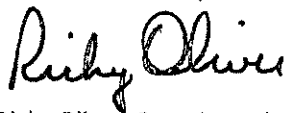
To Whom It May Concern:

I am writing this letter in support of Angelina County Cooperative CTE ECHS's grant application, Texas Industry Cluster Innovative Academies. Zavalla ISD recognizes the potential of a partnership with the five surrounding county school districts and Angelina Community College, as well as the ability to impact our local business partners and community.

Zavalla ISD will support Angelina County Cooperative CTE ECHS program in accordance with the signed MOU between the ECHS and each respective IHE partner. We will commit the necessary resources to ensure our partnership is able to fulfill the program requirements of the ECHS program.

We look forward to a long, sustainable partnership.

Yours in education,



Ricky Oliver, Superintendent
Zavalla ISD

**2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next
Generation of Early College High Schools**

<u>Schedule #2—Required Attachments and Provisions and Assurances</u>	
County-district number or vendor ID: 003907; 003905; 003904; 003903; 003902; 003906	Amendment # (for amendments only): N/A

**APPENDIX E
Letter of Commitment from Business Partners**

1. Luftex Gears
2. PID Group, Inc.



October 27, 2016

LUFTEX Gears
2612 Hwy 69 North
Lufkin, Texas 75904

RE: Letter of Commitment

Dear Ms. Burrow,

LUFTEX Gears is pleased to begin a partnership with Angelina County Cooperative Early College High School (ACC ECHS) under the 2016-2018 Industry Cluster Name Innovative Academy Grant. This grant is very valuable to the efforts of ACC ECHS.

LUFTEX Gears will commit to ACC ECHS by the involvement of our personnel, financial resources, and/or in-kind contributions such as mentoring, job shadowing opportunities, internship opportunities, and guest speakers. It is clearly a priority for us, as this program will be serving our students, workers, and community.

In closing, I would like to say that I am proud that LUFTEX Gears and ACC ECHS have embraced this project!

Sincerely,

Scott Franks, PE
Vice President of Engineering and Operations
LUFTEX Gears

PID

October 26, 2016

Dear Ms. Burrow

PID Group, Inc. (PID) is pleased to begin a partnership with Angelina County Cooperative Early College High School (ACC ECHS) under the 2016-2018 Industry Cluster Name Innovative Academy Grant. This grant is very valuable to the efforts of ACC ECHS.

PID will commit to ACC ECHS by the involvement of our personnel, financial resources, and/or in-kind contributions such as mentoring, job shadowing opportunities, internship opportunities, and guest speakers. It is clearly a priority for us, as this program will be serving our students, workers, and community.

In closing, I would like to say that I am proud that PID and ACC ECHS have embraced this project and PID looks forward to working with ACC ECHS to make this a success.

Sincerely,



M. Scott Slusher
President/CEO
PID Group, Inc.